

UNIVERSITY OF ARIZONA



39001006342235





A BIBLIOGRAPHY OF
JOHN DEWEY

A BIBLIOGRAPHY OF JOHN DEWEY

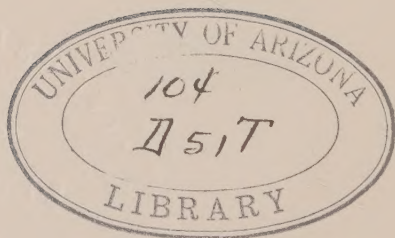
BY
MILTON HALSEY THOMAS
AND
HERBERT WALLACE SCHNEIDER



NEW YORK
COLUMBIA UNIVERSITY PRESS
1929

Copyright 1929
COLUMBIA UNIVERSITY PRESS

Published October, 1929



PRINTED IN THE UNITED STATES OF AMERICA
BY THE PLIMPTON PRESS, NORWOOD, MASS.





From a painting by Edwin B. Child, 1929

John Dewey

191.9
1512
74

PREFACE

The compilers have sought to make available by this volume the extensive and widely scattered writings of Professor Dewey. The arrangement is, as far as possible, chronological by date of publication. Books and parts of books are placed directly after the annual heading, followed by articles. Reviews and translations have been included where known, but this material has not been exhausted. Part II contains the titles of importance about Dewey, exclusive of book reviews, which are listed with the books. This book combines two bibliographies of Dewey begun independently by Professor Schneider and Mr. Thomas, and revised by the latter, who is responsible for the entire work in its present form. With the exception of some of the foreign material, nearly every title was personally examined by the compilers.

Acknowledgment should be made to many persons who have given information and assistance for this bibliography, especially to the late Dr. Ella Flagg Young, and several members of the School of Education of the University of Chicago, who supplied to the bibliography in its early stages some early titles not generally accessible; and to Mr. Louis H. Dielman, Librarian of the Peabody Institute, Baltimore, who searched the files of the *Baltimore Sun* for Dewey's articles on the Washington Conference of 1921.

It is hoped that the discovery of omissions or errors will be reported to the compilers for the benefit of future editions.

M. H. T.

H. W. S.

COLUMBIA UNIVERSITY,

13 August 1929.

CONTENTS

PREFACE	v
INTRODUCTORY ESSAY: John Dewey's Empiricism, by Herbert Wallace Schneider	ix
BIBLIOGRAPHY OF JOHN DEWEY:	
PART I. Writings of John Dewey to July, 1929	i
PART II. Writings about John Dewey to July, 1929	109
NOTE	131
INDEX	133

JOHN DEWEY'S EMPIRICISM¹

The bibliography which follows gives sufficient testimony to fifty years of fruitful philosophical work to make unnecessary any further comment on the history and growth of John Dewey's philosophy. From the day when he submitted his first article to W. T. Harris for the *Journal of Speculative Philosophy* with the query whether he ought to continue in philosophy, to the publication of *Experience and Nature* is a period of time which reflects more than a brilliant and original individual achievement; it marks an epoch in American thought. Of this epoch Dewey is one of the creators. His *Psychology*, his *Studies in Logical Theory*, his *School and Society*, his *Ethics* are landmarks, starting points for fresh developments both in theory and in practice; and the course of his thinking reflects the tendencies of a whole generation.

This generation of pioneering in new philosophical areas has, on the whole, come and gone. Today John Dewey finds himself a leader of another generation, less original, no doubt, but applying the ideas of yesterday to new problems with unexpected results. It is this living essence of Dewey's philosophy today, inspiring the generation whom he has helped educate, that I wish to consider here. What the above-mentioned books were in

¹ From an address delivered at Columbia University in celebration of John Dewey's seventieth birthday.

their day, that *Experience and Nature* is for today and for the immediate future. It is a fresh formulation, in the face of fresh problems and issues, of a point of view which has commanded increasing attention and widening application. And it naturally focuses the imagination on the present and future, rather than on the background out of which this philosophy evolved. It may not be amiss, therefore, on this occasion to attempt an estimate of those aspects of Dewey's thought and influence which are peculiarly vital now.

Samuel Johnson, the first president of King's College, now Columbia University, and one of the first American philosophers, said that philosophy should be considered "not as a system of curious and idle speculations, but as a practical principle of discipline firmly possessing the heart and incessantly exerting itself in the life." (*Career and Writings*, Vol. I, p. 118.) These words are a fine definition of the empirical conception of philosophy, which Dewey has revived today. I call attention to them, not for the sake of discovering Dewey's spiritual ancestors, but rather because they may serve to illustrate what I shall call a certain elusiveness in empirical philosophy. If anyone today were to read Johnson's philosophy, he would find it almost entirely a "system of curious and idle speculations," though in his day it was full of life. Its living quality can not now be recovered by the most critical scrutiny of its subject matter, but only by re-creating in imagination its intellectual and social environment, and living in its age. Thus every philosophy is or was empirical, at least to its author, and any conceivable subject matter may be the lifeblood of a living philosophy.

✓ No philosopher doubts this empirical, living quality in his own system, but few sense it in others and still fewer are fortunate enough to see their ideas living in other minds; for to others they usually seem a mass of cold distinctions and clever arguments, which may evoke their admiration but seldom move their minds. The empirical or non-empirical quality of philosophy is, therefore, not intrinsic but circumstantial; it is relative to certain times and persons and relevant to certain issues. And if we would observe it, we must study not the philosophy's anatomy, but its behavior. Philosophies readily "become vermiculate and putrify," as Francis Bacon said. But they also revive on occasion after years of entombment. This life career of an idea or system of ideas is exceedingly complex and indefinite; but it is precisely this elusive vitality, which philosophies from time to time acquire and lose, that is the measure of genuine empiricism.

It is from this point of view that I wish to consider the philosophy of John Dewey, a philosophy which is now no longer his private possession, but rather one of "the public's problems." Its intellectual anatomy is familiar to us all; and to many of us, whose nourishment it has been, it is almost too intimate to be known; it is immediately enjoyed and suffered. Therefore I shall not argue the question of its truth or falsity, nor do I raise the question of its inner harmony and outer versatility. I speak rather of its career in human experience. Already time has told on it, and no doubt Professor Dewey, himself, now detects "curious and idle speculations," which once were packed with significance. These shifts in significance are so unpredictable, and empirical meanings are

so elusive, that prophecy in this field seems rank presumption. Nevertheless, I shall venture a look ahead, and if I fail to foretell the actual future, I shall at least have the satisfaction of having portrayed a possible one.

Let me begin with some of the commonplaces of the schoolroom, and point out that the term Dewey is used for two quite distinct objects: there is the academic Dewey, whose pragmatic meaning is books to be studied, and the public Dewey, whose pragmatic meaning is books to be read. Academically, Dewey is little short of a revolution, whose consequences are just beginning to be seen. For it stands to reason that the thousands of American students who are studying Dewey are not studying something which they otherwise would have. There was a time in American education when students were allowed to lay aside Locke's *Essay* and study instead the latest works of "Professor Kant." Then Professor Kant was sacrificed for Professor Hegel; Comte was sacrificed to Spencer and both to McCosh; and so forth. I mean to call attention not so much to the mere fact that philosophic schools change, and with them their textbooks, as to the more significant fact that the next generation never knows *why* the change was made. The next generation did not see Kant against a background of Locke, nor McCosh against Comte and Spencer. In the same way students today are reading the books which Professor Dewey has written and not the books he has read. No doubt this is progress in itself, but apart from the question of better or worse, it is a significant change. I am not suggesting that one must read Lotze, Green and Bradley, in order to understand Dewey, but I do suggest that

it makes a great difference in the meaning whether one reads these *and* Dewey, or just Dewey, or Dewey *and*, say, Freud, Bertrand Russell and Aldous Huxley. The philosophic experience which is now being brought to Dewey's philosophy is quite different from that out of which it grew. Many of Dewey's finest pages are devoted to the critical analysis and reinterpretation of the classic figures in the history of philosophy. But to those who have no classical education, just so much of the meaning of Dewey's works is lost. In this way the discovery of each new classic tends to sweep the educational decks clean and signifies a fresh start, with new subject matters and new techniques. Academic education is seldom what Dewey's theory demands and what his own practice exhibits, a reinterpretation of tradition in terms of today's experience; for today's experience is itself transformed into a tradition. Hence these modern school children, now coming of age, are necessarily giving this philosophy new perspectives and emphases. They do not become empirical, as Dewey did, by dint of hard, dialectical labor; they begin as empiricists, learning their empiricist textbooks. Such an academic exploitation of empirical philosophy will no doubt create many who can cry "experience, experience," but who have never entered empirical method by the strait and narrow gate.

But even in academic circles empirical philosophy is not hopeless. Precisely because we no longer read the old texts, few of us are aware of the enormous change which has come over students of philosophy since the James-Dewey leaven began to work. If we should dig into the dusty library shelves and open the typical texts of the

ancien régime, Samuel Johnson, Francis Wayland, Noah Porter, James McCosh, not to mention the dangerously recent ones, we should be impressed immediately with the change of atmosphere. Then the fundamentals were safe and sure and the rivalry of the schools was little more than a competition in exposition. It was strictly a professors' game. Now, there is genuine doubt and uncertainty in the air and even the polemics reflect a spirit of inquiry. Ancient authorities are blasphemed; the former obvious truths of reason are irreverently denied; and even the everyday facts of experience are so variously interpreted that one hardly dares mention them for fear of being contradicted both by one's neighbor and by one's own next observations. This atmosphere of doubt and confusion is troublesome to many who were reared in the neat and orderly systems of yesterday; but the new generation is accepting it genially and with ease. Royce could count on a sincere scepticism and pessimism arising out of his "strife of systems," and James could move his audience to tears by picturing the impending tragedy of the material cosmos, but such effects are with difficulty achieved today. Students expect to find kaleidoscopic entertainment in philosophy, and professors furnish it. No doubt much of this is little more than a passing mode of light-heartedness, but there is also an underlying empirical and naturalistic attitude which is a genuine creation and which will endure for more than a philosophic season. There is a genuine loosening up of systems and a more willing devotion to specific problems and scientific methods. Professors of philosophy, in other words, are less given to the ingenious exposition of total systems and

are becoming scientific specialists in some technical field of research. Dogmatism is giving place to empirical science, but, as a consequence, academic philosophy is rapidly becoming a lost art.

I turn now from Professor Dewey to the real Dewey, or rather, I turn from those students who conscientiously peck at his books to that larger audience which is interested in catching something of his spirit. What forms is the empirical temper assuming here? I think, first of all, we may note a more scientific attitude toward science. Philosophers have always used science as a storehouse for doctrines. "Science teaches us" is the well-worn formula. Such a use of science is *ipso facto* a confession that the philosopher who uses it is still a stranger to the scientific mind. Philosophers who have the habit of rummaging in science for useful bits of doctrine are really engaging in the cheapest kind of second-hand business. Science teaches such persons anything they please, except to be scientific. For them science is merely a colorless substitute for biblical texts. Preachers change their intellectual clothes sooner than their habits, on becoming philosophers. What has ruined this theological exploitation of science is not so much the ridiculous and parasitical appearance of the philosophies erected out of such stuff, as certain extraneous factors. The publishers and advertisers have done most of it. They have held up so many "final solutions to ultimate problems," so many "last words of science," and so many "authorities in the field" to a supposedly gullible public, that the game is up. A new gospel every month is no gospel at all, and thus the reader has been physically forced to dispense with the

luxury of scientific finality and has become accustomed to the ever shifting scene of scientific discovery.

The scientists, themselves, have also ruined the game. There was a time when a scientist felt honored to be cited by a philosopher; today such an event is awaited with fear and trembling. The philosophies which are based on the latest science have become such a nuisance to scientists that they have adopted defensive measures. Scientists have lost their *naïveté* and have largely forsaken their objects in order to introspect on their methods. They have themselves learned all the philosophers' tricks in trade, and are rapidly engrossing the business. The philosophy of science, in other words, is now being conducted largely by scientists themselves. They have discovered the joys of epistemological puzzles and are easily outdoing the less technically trained philosophers. For the time being, this means a marked revival of interest in the problem of knowledge, under the guise of the science of the foundations of science, the mathematical forms of the human understanding, the theory of events, vibrations, monads, quanta, etc. All this is an admirable philosophic toy for scientists and may even be scientifically useful, but it scarcely serves those who want a "practical principle of discipline firmly possessing the heart and incessantly exerting itself in the life." A genuinely empirical philosophy can be scientific, therefore, not in the sense that it is based on the philosophy of science, nor on the authority of science, but on an imitation of scientists in practice. Here, I believe, John Dewey may well be cited as a model. I know that there are many references in Dewey's writings to contemporary scientists,

but they are usually made, not for the purpose of citing authorities, but for the purpose of illustrating method. When he needs a science, he makes his own. When he needed information on how we think, he got it directly; when he wanted a scientific ethics, he constructed one out of first-hand materials; when he formulated a philosophy of law, he studied the law itself, etc. Such homemade science may appear somewhat primitive to our younger professional practitioners with their factory equipment, but it is at least genuine and honest. This empirical attitude towards science means, in other words, a conscientious employment of beliefs in view of the experience from which they were derived and the universe of discourse to which they are germane. When such habits are once established, the agony of the problem of knowledge may well take a secondary place in empirical philosophy, for nothing is more detrimental to the current intellectual atmosphere than the everlasting self-consciousness with which the sciences, and especially the social sciences, are at present afflicted.

But whatever be the fortunes of the theory of knowledge, the theory of art and criticism will receive decided emphasis, for there can be no doubt that the progress of the arts is at present intimately linked to the problems of evaluation and criticism. Professor Dewey's emphasis on art in *Experience and Nature* and his conception of philosophy as the criticism of criticism is not only evidence of the growing vitality of this problem, but it is a direct challenge to current thought on this subject. The idea that philosophy is a critique has been, of course, a commonplace since Kant, but what makes the Deweyan concep-

tion significant is that criticism is clearly distinguished from and almost contraposed to reason and knowledge. And the ground for this distinction is found in the distinction between types of experience. The habit persists of regarding morality, religion, politics and the other arts ultimately as forms of knowledge. The terms "moral knowledge," "esthetic knowledge," "religious truth," and similar expressions are, to be sure, not as prevalent as they once were; but the idea which they express remains generally dominant. All opinions and beliefs are supposed to be subject to the categories of truth and falsity; and much ingenuity is still expended in trying to reduce the arts to avenues of knowledge. It seems not enough that the arts should be intelligible, they must somehow be intellect itself. For it is generally believed that there can be no criticism of opinion which is not based on criteria of truth and error. Hence the "sciences" of ethics, theology, politics and esthetics are kept pure by doing violence to their subject matters. Dewey's attempt to invert this whole procedure, together with his theory of science as but a specialized form of criticism, and of knowledge as a particular kind of art, gives an application to his philosophy which is today peculiarly vital and significant. It emphasizes the close relationship between philosophy and the practical and fine arts; it subjects philosophy to the canons of evaluation rather than of demonstration, and it demands the discovery of criteria taken from the arts rather than from the sciences. Furthermore it plunges philosophy into the thick of the realm of particulars, for Dewey's philosophy does not fall into the facile and conventional mode of providing the arts

with universal aims and forms, in order to make them more amenable to science. It accepts them in all their particularity. This willingness to take the particular qualities and primary forms of experience at their face value, this willingness to operate in a universe which tolerates intelligence, but is not itself modeled on some rational pattern, makes philosophy one with the fine arts. It sacrifices certainty and clarity to practical skill and empirical relevance. It means literally that a good philosopher must be a man of much practical experience, a doctrine which has always been unpopular among the young and incredible to the learned. If this is philosophy, few professors of philosophy will remain loyal; and conversely, if this is philosophy, few philosophers will continue to profess. For traditionally, philosophy has defended, explicitly or by inference, a particular set of values and preached a particular way of life as alone worthy of a reasonable being. To renounce this privilege, to cease "patronizing nature" and "looking with condescension upon existence" (*Experience and Nature*, p. 76), is indeed a bitter prescription for an ancient and honorable order, but it is inevitable for any philosopher who wishes to be honestly and radically empirical.

The first step in this direction, and one to which Dewey's philosophy has made great contributions, is the task of psycho-analyzing beliefs, so to speak, of discovering why men believe what they do — and, first of all, why philosophers believe what they do. Our knowledge of the factors which govern the credibility of beliefs is still in its infancy. Philosophizing is still a surprisingly naïve performance; for philosophy too may be a mode

of primary rather than of reflective experience. It is idle to estimate a philosophy, or any other set of opinions, without knowing in detail how it is motivated, what it means concretely to the person holding it and why it seems more reasonable to him than some other belief. The history of philosophy is a fertile field for such inquiries, as Professor Dewey's writings prove. But what is even more important from the empirical point of view is the application of such research to contemporary beliefs. For in spite of philosophy's supposed concern with beliefs, the reader of modern philosophy must get the impression that man is primarily a *perceiving* mechanism. It is strange how philosophy has been hypnotized by the psychology of perception and how even so primary a mode of experience as belief has been twisted almost beyond recognition by theories of perception. Dewey's attempt to wean philosophy from this preoccupation with perception and to consider directly the operation of beliefs in experience is undoubtedly a promising program, and its implications are far-reaching. It will tend to disengage philosophy from its alliance with academic psychology and physiology and to carry it over into the fields of psycho-analysis, of anthropology, of the study of symbolism and, in general, of the sciences which deal with man's social behavior and institutions. There can be little doubt that Dewey's own thinking has been moving in this direction, but there can also be little doubt that his movement in this direction is carrying him away from the great majority of his academic colleagues. For, to repeat, his conception of philosophy is not based on the teaching of philosophy, but on philosophical living.

It is neither necessary nor probable that this sort of philosophy be professionalized and seated on academic chairs. Philosophers go by many names and are found in strange places. Therefore, I take it, Dewey is not pleading for a revolution among professors of philosophy, but he is interpreting the practical ideal of everyone who, with Socrates, believes that "an unexamined life is not worth living."

PART I
WRITINGS OF JOHN DEWEY
TO JULY, 1929

WRITINGS OF JOHN DEWEY

TO JULY, 1929

1882

THE METAPHYSICAL ASSUMPTIONS OF MATERIALISM.
Journal of Speculative Philosophy, Apr. 1882, XVI,
208-213.

Abstracts in *Johns Hopkins University Circular*, Feb. 1883, II,
59; *Revue Philosophique*, Jan. 1883, XV, 109.

THE PANTHEISM OF SPINOZA. *Journal of Speculative
Philosophy*, July 1882, XVI, 249-257.

Abstract in *Johns Hopkins University Circular*, Feb. 1883, II, 59.

1883

KNOWLEDGE AND THE RELATIVITY OF FEELING. *Journal
of Speculative Philosophy*, Jan. 1883, XVII, 56-70.

Read before the Metaphysical Club of Johns Hopkins University,
12 Dec. 1882.

1884

THE PSYCHOLOGY OF KANT.

Dissertation for the PH.D. degree at Johns Hopkins University.
This was not published, and no copy is owned by the university.
(Title from Johns Hopkins University, *List of Dissertations*
. . . 1878-1919, p. 7.)

KANT AND PHILOSOPHIC METHOD. *Journal of Speculative Philosophy*, Apr. 1884, XVIII, 162-174.

THE NEW PSYCHOLOGY. *Andover Review*, Sept. 1884, II, 278-289.

Read before the Metaphysical Club of Johns Hopkins University, 11 Mar. 1884.

1885

SELECTIONS FROM THE WRITINGS OF GEORGE MACDONALD; OR, HELPS FOR WEARY SOULS. Compiled by J. Dewey. New York: Thomas R. Knox & Co. [1885]. 93 pp.

Noticed in *Open Court*, Vol. III, p. iv of 19 Sept. 1889 (opposite p. 1846).

For a sketch of the life of the Rev. George MacDonald, LL.D. (1824-1905), English poet and novelist, see *Dictionary of National Biography*, Second Supplement, II, 513-515.

EDUCATION AND THE HEALTH OF WOMEN. *Science*, 16 Oct. 1885, VI, 341-342.

1886

THE PSYCHOLOGICAL STANDPOINT. *Mind*, Jan. 1886, XI, 1-19.

Reply to this article and "Psychology as Philosophic Method" (*ib.*, Apr. 1886), by Shadworth Holloway Hodgson, "Illusory Psychology," *ib.*, Oct. 1886, XI, 478-494. See Dewey's "'Illusory Psychology'" (*ib.*, Jan. 1887), below.

Abstract in *Revue Philosophique*, Apr. 1886, XXI, 436.

HEALTH AND SEX IN HIGHER EDUCATION. *Popular Science Monthly*, Mar. 1886, XXVIII, 606-614.

SOUL AND BODY. *Bibliotheca Sacra*, Apr. 1886, XLIII, 239-263.

PSYCHOLOGY AS PHILOSOPHIC METHOD. *Mind*, Apr. 1886, XI, 153-173.

See note under "The Psychological Standpoint," above.

INVENTORY OF PHILOSOPHY TAUGHT IN AMERICAN COLLEGES. *Science*, 16 Apr. 1886, VII, 353-355.

1887

PSYCHOLOGY. New York: Harper & Brothers, 1887 [°1886]. xii, 427 pp.

Contents. Introductory: Science and Method of Psychology — Mind and Modes of Activity. Part I, Knowledge: Elements of Knowledge — Processes of Knowledge — Stages of Knowledge-Perception — Memory — Imagination — Thinking — Intuition. Part II, Feeling: Introduction to Feeling — Sensuous Feeling — Formal Feeling — Development of Qualitative Feeling — Intellectual Feeling — Aesthetic Feeling — Personal Feeling. Part III, The Will: Sensuous Impulses — Development of Volition — Physical Control — Prudential Control — Moral Control — Will as the Source of Ideals and of Their Realization.

Reviewed in *American Journal of Psychology*, Nov. 1887, I, 154-159; *Andover Review*, Apr. 1888, IX, 437-441 (Henry Augustus Pearson Torrey); *Bibliotheca Sacra*, Apr. 1888, XLV, 381-383; *Mind*, Apr. and July 1887, XII, 301-302, 439-443 [George Croom Robertson]; *New Englander and Yale Review*, Apr. 1887, XLVI, 387-390; *Revue Philosophique*, Aug. 1887, XXIV, 202-203 (Théodule Ribot).

Abstract in *Johns Hopkins University Circular*, Aug. 1887, VI, 125.

See edition of 1891.

"ILLUSORY PSYCHOLOGY." *Mind*, Jan. 1887, XII, 83-88.

Reply to Shadworth Holloway Hodgson, "Illusory Psychology," *ib.*, Oct. 1886, XI, 478-494. Rejoinder by Hodgson, "'Illusory Psychology'—a Rejoinder," *ib.*, Apr. 1887, XII, 314-318.

ETHICS AND PHYSICAL SCIENCE. *Andover Review*, June 1887, VII, 573-591.

Abstract in *Johns Hopkins University Circular*, Aug. 1887, VI, 125.

REVIEW of George Trumbull Ladd, *Elements of Physiological Psychology*. *New Englander and Yale Review*, June 1887, XLVI, 528-537.

KNOWLEDGE AS IDEALISATION. *Mind*, July 1887, XII, 382-396.

1888

LEIBNIZ'S NEW ESSAYS CONCERNING THE HUMAN UNDERSTANDING. A Critical Exposition. Chicago: S. C. Griggs and Company, 1888. xvii, 272 pp. (Griggs's Philosophical Classics, edited by George Sylvester Morris, No. 7.)

Reprinted in 1902 by Scott, Foresman & Co., Chicago.

Contents. The Man—Sources of His Philosophy—The Problem and Its Solution—Locke and Leibniz, Innate Ideas—Sensation and Experience—The Impulses and the Will—Matter and Its Relation to Spirit—Material Phenomena and Their Reality—Some Fundamental Conceptions—The Nature and Extent of Knowledge—The Theology of Leibniz—Criticism and Conclusion.

Reviewed in *Mind*, Oct. 1888, XIII, 612; *New Englander and Yale Review*, Jan. 1889, L, 66-68; *Science*, 19 Oct. 1888, XII, 188.

THE ETHICS OF DEMOCRACY. Ann Arbor: Andrews & Company, 1888. 28 pp. (University of Michigan. Philosophical Papers. Second ser., No. 1.)

Lecture delivered at the University of Michigan.

. 1889

APPLIED PSYCHOLOGY. An introduction to the Principles and Practice of Education. By J[ames] A[lexander] McLellan and John Dewey. Boston: Educational Publishing Company [n. d., pref. 1889]. xxxi, 317 pp.

Contents. Psychology and its Relations to the Teacher: The Educational Importance of Psychology — The Educational Limitations of Psychology — The Treatment of Psychology Adopted. The Bases of Psychical Life: Sensation — Interest — Impulse. The Psychical Processes: Classification and Contents of our Minds — Classification of Processes Corresponding to these Contents — Educational Principles — Apperception and Retention. Forms of Intellectual Development: Principles of Intellectual Development — Stages of Intellectual Development — Training of Perception, Memory, Imagination, Thought. The Forms of Emotional Development: Conditions of Interest — Principles of Emotional Growth — The Forms, or Stages, of Emotional Growth. Forms of Volitional Development: Factors of Volitional Development — Stages of Volitional Development or of Self Control. Mind and Body: Importance of Body for Soul — Structure of Nervous System in Man — Elementary Properties of Nerve Structures — Psychological Equivalents — Localization of Function — Educational Principles. Summary of Principles: Bases of Instruction — Ends of Instruction — Methods of Instruction — Relation of Knowledge, Feeling, and Will — Criticism of Maxims.

THE PHILOSOPHY OF THOMAS HILL GREEN. *Andover Review*, Apr. 1889, XI, 337-355.

GALTON'S STATISTICAL METHODS. *Publications of the American Statistical Association*, Sept. 1889, N. S. I, 331-334.

Review of Francis Galton, *Natural Inheritance*.

ETHICS IN THE UNIVERSITY OF MICHIGAN. *Ethical Record*, Oct. 1889, II, 145-148.

Describes courses in ethics to be given in 1889-1890.

1890

ON SOME CURRENT CONCEPTIONS OF THE TERM "SELF." *Mind*, Jan. 1890, XV, 58-74.

IS LOGIC A DUALISTIC SCIENCE? *Open Court*, 16 Jan. 1890, III, 2040-2043.

Review and criticism of John Venn, *Empirical Logic*. See note to "The Logic of Verification," below.

REVIEW of Edward Caird, *The Critical Philosophy of Immanuel Kant*. *Andover Review*, Mar. 1890, XIII, 325-327.

REVIEW of John Pentland Mahaffy and John Henry Bernard, *Kant's Critical Philosophy for English Readers*. *Andover Review*, Mar. 1890, XIII, 328.

REVIEW of Johann Eduard Erdmann, *A History of Philosophy* (English translation by Williston Samuel Hough). *Andover Review*, Apr. 1890, XIII, 453-454.

THE LOGIC OF VERIFICATION. *Open Court*, 24 Apr. 1890, IV, 2225-2228.

Reply and criticism of the position stated in "Is Logic a Dualistic Science?" above.

REVIEW of James MacBride Sterrett, *Studies in Hegel's Philosophy of Religion*. *Andover Review*, June 1890, XIII, 684-685.

PHILOSOPHICAL COURSES AT THE UNIVERSITY OF MICHIGAN. *Monist*, Oct. 1890, I, 150-151.

1891

OUTLINES OF A CRITICAL THEORY OF ETHICS. Ann Arbor: Register Publishing Company, 1891. viii, 253 pp.

Contents. Introduction. Part I, Fundamental Ethical Notions: The Good—The Idea of Obligation—The Idea of Freedom. Part II, The Ethical World. Part III, The Moral Life of the Individual: The Formation and Growth of Ideals—The Moral Struggle, or the Realization of Ideals—Realized Morality, or the Virtues. Conclusion.

Reviewed in *Andover Review*, July 1891, XVI, 95-98 (James Hervey Hyslop); *Educational Review*, Oct. 1891, II, 297-298 (James Hervey Hyslop); *International Journal of Ethics*, July 1891, I, 503-505 (Josiah Royce); *Mind*, July 1891, XVI, 424; *Monist*, July 1891, I, 600-601; *New Englander and Yale Review*, Sept. 1891, LV, 275; *Philosophical Review*, Jan. 1892, I, 95-99 (Thomas Davidson); *Revue Philosophique*, Jan. 1892, XXXIII, 97 (Georges Rodier).

See note under *The Study of Ethics* (1894).

PSYCHOLOGY. Third revised edition. New York: Harper & Brothers, 1891. xii, 427 pp.

For Contents, see edition of 1887.

Another issue of the third revised edition has the imprint: New York, American Book Company [c1891].

Reviewed in *Revue de Métaphysique et de Morale*, II (Sup. to July 1894, p. 3).

MORAL THEORY AND PRACTICE.. *International Journal of Ethics*, Jan. 1891, I, 186-203.

REVIEW of James Hutchins Baker, *Elementary Psychology, with Practical Applications to Education and the Conduct of Life*. *Educational Review*, May 1891, I, 495-496.

POETRY AND PHILOSOPHY. *Andover Review*, Aug. 1891, XVI, 105-116.

Commencement address at Smith College in June 1890. Reports in *Northampton Herald*, 18 June 1890; *Springfield Republican*, 19 June 1890; and *Hampshire Gazette*, 24 June 1890.

Reprinted in *Characters and Events* (1929), I, 3-17, with the title "Matthew Arnold and Robert Browning."

THE PRESENT POSITION OF LOGICAL THEORY. *Monist*, Oct. 1891, II, 1-17.

Summarized in *Philosophical Review*, Jan. 1892, I, 112-113.

HOW DO CONCEPTS ARISE FROM PERCEPTS? *Public School Journal*, Nov. 1891, XI, 128-130.

Comment by James Mark Baldwin, *ib.*, Feb. 1892, XI, 293-295.

1892

[THOMAS HILL] GREEN'S THEORY OF THE MORAL MOTIVE. *Philosophical Review*, Nov. 1892, I, 593-612.

TWO PHASES OF RENAN'S LIFE: THE FAITH OF 1850 AND THE DOUBT OF 1890. *Open Court*, 29 Dec. 1892, VI, 3505-3506.

Reprinted in *Characters and Events* (1929), I, 18-23, with the title "Ernest Renan."

1893

RENAN'S LOSS OF FAITH IN SCIENCE. *Open Court*, 5 Jan. 1893, VII, 3512-3515.

Reprinted in *Characters and Events* (1929), I, 23-30, with the title "Ernest Renan."

REVIEW of Bernard Bosanquet, *A History of Aesthetic. Philosophical Review*, Jan. 1893, II, 63-69.

THE SUPERSTITION OF NECESSITY. *Monist*, Apr. 1893, III, 362-379.

Suggested by Charles Santiago Sanders Peirce, "The Doctrine of Necessity Examined," *ib.*, Apr. 1892, II, 321-337.

Summarized in *Philosophical Review*, July 1893, II, 488 (Albert Ross Hill).

TEACHING ETHICS IN THE HIGH SCHOOL. *Educational Review*, Nov. 1893, VI, 313-321.

SELF-REALIZATION AS THE MORAL IDEAL. *Philosophical Review*, Nov. 1893, II, 652-664.

1894

THE STUDY OF ETHICS: A SYLLABUS. Ann Arbor: Register Publishing Company, 1894. iv, 151 pp.

Reprinted in 1897 with the imprint: Ann Arbor, George Wahr.

Contents. The Nature of Ethical Theory — The Factors of Moral Conduct — General Analysis of Conduct — The Moral Consciousness — Moral Approbation — Reflective Approbation, Conscience — Nature of Obligation — Freedom and Responsibility — Virtue and the Virtues.

From Prefatory Note: "The edition of my *Outlines of [a Critical Theory of] Ethics* having been exhausted, I have prepared the following pages, primarily for the use and guidance of my own students. . . . These present pages . . . are in no sense a second edition of the previous book."

Reviewed in *International Journal of Ethics*, Oct. 1895, VI, 110-113 (Josiah Royce); *Psychological Review*, July 1895, II, 430-431 (Roger Bruce Johnson); *Revue de Métaphysique et de Morale*, III (Sup. to Mar. 1895, p. 5); *Revue Philosophique*, Mar. 1897, XLIII, 328-332 (François Pillon).

THE PSYCHOLOGY OF INFANT LANGUAGE. *Psychological Review*, Jan. 1894, I, 63-66.

ETHICAL. *Psychological Review*, Jan. 1894, I, 109-111.

Review of Josiah Royce, "On Certain Psychological Aspects of Moral Training" (*International Journal of Ethics*, July 1893, III, 413-436); Georg Simmel, "Moral Deficiencies as Determining Intellectual Functions" (*ib.*, pp. 490-507); Josiah Royce, "The Knowledge of Good and Evil" (*ib.*, Oct. 1893, IV, 48-80).

[JOHN] AUSTIN'S THEORY OF SOVEREIGNTY. *Political Science Quarterly*, Mar. 1894, IX, 31-52.

THE EGO AS CAUSE. *Philosophical Review*, May 1894, III, 337-341.

Reply by James Hervey Hyslop, "The Ego, Causality, and Freedom," *ib.*, Nov. 1894, III, 717-722.

SOCIAL PSYCHOLOGY. *Psychological Review*, July 1894, I, 400-411.

Review of Lester Frank Ward, *The Psychic Factors of Civilization*; Benjamin Kidd, *Social Evolution*; George Burton Adams, *Civilization during the Middle Ages*; and Robert Flint, *History of the Philosophy of History*.

THE CHAOS IN MORAL TRAINING. *Popular Science Monthly*, Aug. 1894, XLV, 433-443.

THE THEORY OF EMOTION. I. Emotional Attitudes (*Psychological Review*, Nov. 1894, I, 553-569); II. The Significance of Emotions (*ib.*, Jan. 1895, II, 13-32).

Summarized in *Philosophical Review*, Mar. 1895, IV, 207-208 (David Irons); *Revue Philosophique*, Mar. 1895, XXXIX, 344.

REVIEW of James Bonar, *Philosophy and Political Economy in Some of Their Historical Relations*. *Political Science Quarterly*, Dec. 1894, IX, 741-744.

1895

THE PSYCHOLOGY OF NUMBER AND ITS APPLICATIONS TO METHODS OF TEACHING ARITHMETIC. By James A[lexander] McLellan and John Dewey. New York: D. Appleton and Company, 1895. xv, 309 pp. (International Education Series, edited by William Torrey Harris, Vol. XXXIII.)

Published in London by Edwin Arnold, 1895.

Contents. What Psychology Can Do for the Teacher — The Psychical Nature of Number — The Origin of Number: Dependence of Number on Measurement, and of Measurement on Adjustment of Activity — The Origin of Number: Summary and Applications — The Definition, Aspects, and Factors of Numerical Ideas — The Development of Number; or, the Arithmetical Operations — Numerical Operations as External and as Intrinsic to Number — On Primary Number Teaching — Notation, Addition, Subtraction — Multiplication and Division — Measures and Multiples — Fractions — Decimals — Percentage and its Applications — Evolution.

Reviewed in *American Journal of Psychology*, Jan. 1896, VII, 300-301 (Granville Stanley Hall); *Mind*, Apr. 1896, N. S. V, 275; *Psychological Review*, July 1896, III, 434-437 (Alexander Ziwet); *Science*, 24 Jan. 1896, N. S. III, 134-136 (Henry Burdard Fine).

See Dewey's reply to Fine, "Psychology of Number," (*Science*, 21 Feb. 1896), below.

THE RESULTS OF CHILD-STUDY APPLIED TO EDUCATION.
Transactions of the Illinois Society for Child-Study,
Jan. 1895, Vol. I, No. 4, pp. 18-19.

Answer to a questionnaire.

THE PHILOSOPHIC RENAISSANCE IN AMERICA. *Dial*, 1
Feb. 1895, XVIII, 80-82.

Review of Paul Deussen, *The Elements of Metaphysics*; Friedrich Max Müller, *Three Lectures on the Vedanta Philosophy*; David Jayne Hill, *Genetic Philosophy*; Georg Wilhelm Friedrich Hegel, *Philosophy of Mind* (Translated by William Wallace); Herbert Nichols and William E. Parsons, *Our Notions of Number and Space*; Théodule Ribot, *Diseases of the Will*; Charles Van Norden, *An Outline of Psychology*; Alexander Thomas Ormond, *Basal Concepts in Philosophy*; and Paul Carus, *A Primer of Philosophy*.

REVIEW of *Johnson's Universal Cyclopedia*, Vols. I-V.
Psychological Review, Mar. 1895, II, 186-188.

Review of the psychological articles in these volumes.

1896

INTEREST AS RELATED TO [THE TRAINING OF THE] WILL.
*In National Herbart Society, Second Supplement to the
Herbart Year Book for 1895* (Bloomington, Ill., 1896),
pp. 209-255.

Contents. The Original Paper on Interest by Dewey — The Discussion of the Paper at Jacksonville — A List of References to Articles and Books Treating the Subject of Interest.

Revised and republished in 1899, see below.

Reprinted in *Educational Essays* (1910), pp. 73-132.

Reply by William Torrey Harris, *Educational Review*, May 1896, XI, 486-493.

INTERPRETATION OF THE CULTURE-EPOCH THEORY. *In* National Herbart Society, *Second Yearbook* (Bloomington, Ill., 1896), pp. 89-95.

First published in the *Public School Journal*, Jan. 1896, XV, 233-236.

Discussion by Charles Alexander McMurry, *Public School Journal*, Feb. 1896, XV, 297-299; N. F. Daum, *ib.*, May 1896, XV, 509-510; Charles Cecil Van Liew, *ib.*, June 1896, XV, 546.

THE REFLEX ARC CONCEPT IN PSYCHOLOGY. *University of Chicago Contributions to Philosophy* (1896), [Vol. I] No. 1, pp. 39-52.

Reprinted from *Psychological Review*, July 1896, III, 357-370.

Summarized in *Philosophical Review*, Nov. 1896, V, 649-650 (James Edwin Creighton); *Revue de Métaphysique et de Morale*, V (Sup. to July 1897, p. 14); *Revue Philosophique*, June 1897, XLIII, 668 (Jean Philippe).

Reply by George Herbert Mead, "Suggestions Toward a Theory of the Philosophical Disciplines," *Philosophical Review*, Jan. 1900, IX, 1-17.

INFLUENCE OF THE HIGH SCHOOL UPON EDUCATIONAL METHODS. *School Review*, Jan. 1896, IV, 1-12.

Paper read at the School and College Conference at the University of Chicago, 15 Nov. 1895.

PSYCHOLOGY OF NUMBER. Letter in *Science*, 21 Feb. 1896, N. S. III, 286-289.

Reply to Henry Burchard Fine's review of McLellan and Dewey's *Psychology of Number* (1895), above.

THE METAPHYSICAL METHOD IN ETHICS. *Psychological Review*, Mar. 1896, III, 181-188.

Discussion of Archbishop Charles Frederick D'Arcy, *A Short Study of Ethics*.

REVIEW of Sophie Willock Bryant, *Studies in Character*, and John Watson, *Hedonistic Theories from Aristippus to Spencer*. *Psychological Review*, Mar. 1896, III, 218-222.

REVIEW of Hiram Miner Stanley, *Studies in the Evolutionary Psychology of Feeling*. *Philosophical Review*, May 1896, V, 292-299.

REVIEW of Levi Leonard Conant, *The Number Concept: Its Origin and Development*. *Psychological Review*, May 1896, III, 326-329.

[REMARKS ON THE STUDY OF HISTORY IN SCHOOLS.] *School Review*, May 1896, IV, 272.

At the Meeting of the North Central Association of Colleges and Secondary Schools at the University of Chicago, 3 Apr. 1896.

A PEDAGOGICAL EXPERIMENT. *Kindergarten Magazine*, June 1896, VIII, 739-741.

The beginnings of the University of Chicago Elementary School.

IMAGINATION AND EXPRESSION. *Kindergarten Magazine*, Sept. 1896, IX, 61-69.

Address delivered at the Annual Meeting of the Western Drawing Teachers' Association in May, 1896.

Reprinted in *Teachers College Bulletin*, 1 Mar. 1919, Ser. 10, No. 10, pp. 6-9; and in part in *Third Report of the Western Drawing Teachers' Association* (Chicago, 1896) pp. 136-138.

PEDAGOGY AS A UNIVERSITY DISCIPLINE. *University [of Chicago] Record*, 18 and 25 Sept. 1896, I. 353-355, 361-363.

REVIEW of James Sully, *Studies of Childhood*. *Science*, 2 Oct. 1896, N. S. IV, 500-502.

THE UNIVERSITY SCHOOL. *University [of Chicago] Record*, 6 Nov. 1896, I, 417-419.

Report of an address before the Pedagogical Club, 31 Oct. 1896.

1897

ETHICAL PRINCIPLES UNDERLYING EDUCATION. In National Herbart Society, *Third Yearbook* (Chicago, 1897), pp. 7-34.

Reprinted by the University of Chicago Press, 1908, 34 pp., and in *Educational Essays* (1910), pp. 19-72.

See *Moral Principles in Education* (1909).

THE SIGNIFICANCE OF THE PROBLEM OF KNOWLEDGE. Chicago: The University of Chicago Press, 1897. 20 pp. (University of Chicago Contributions to Philosophy, [Vol. I] No. III.)

Address of the honorary president before the Philosophical Club of the University of Michigan in the winter of 1897.

"Reprinted with slight change" in *The Influence of Darwin on Philosophy* (1910), pp. 271-304.

MY PEDAGOGIC CREED. New York: E. L. Kellogg & Co. [c1897]. 36 pp.

Published with Albion Woodbury Small, *The Demands of Sociology upon Pedagogy*.

Reprinted from *School Journal*, 16 Jan. 1897, LIV, 77-80; also published in Ossian Herbert Lang, *Educational Creeds of the Nineteenth Century* (New York: E. L. Kellogg & Co., 1898), pp. 5-20.

Republished at Chicago [1910?] by A. Flanagan Company with an introduction by Samuel Train Dutton.

Translations. German by Rudolf Prantl, *Zeitschrift für christliche Erziehungswissenschaft*, XV (1925), 465-476; Italian by Luigi Oliva (Rome, 1913); Spanish in *Quaderns d'Estudi*.

THE AESTHETIC ELEMENT IN EDUCATION. *In National Education Association, Addresses and Proceedings*, 1897, pp. 329-330, and discussion, p. 346.

Delivered before the Association at Milwaukee in July 1897.

THE KINDERGARTEN AND CHILD-STUDY. *In National Education Association, Addresses and Proceedings*, 1897, pp. 585-586.

Delivered before the Department of Kindergarten Education of the Association at Milwaukee in July 1897.

Extracts in *School Journal*, 14 Aug. 1897, LV, 112.

CRITICISMS, WISE AND OTHERWISE, ON MODERN CHILD-STUDY. *In National Education Association, Addresses and Proceedings*, 1897, pp. 867-868.

Delivered before the Department of Child-Study of the Association at Milwaukee in July 1897.

THE PSYCHOLOGY OF EFFORT. *Philosophical Review*, Jan. 1897, VI, 43-56.

Summarized in *Psychological Review*, July 1897, 437-438 (Harry Norman Gardiner); *Revue de Métaphysique et de Morale*, V

(Sup. to Mar. 1897, p. 10); *Revue Philosophique*, Feb. 1898, XLV, 220.

THE PSYCHOLOGICAL ASPECT OF THE SCHOOL CURRICULUM. *Educational Review*, Apr. 1897, XIII, 356-369.

THE INTERPRETATION SIDE OF CHILD-STUDY. *Transactions of the Illinois Society for Child-Study*, July 1897, Vol. II, No. 2, pp. 17-27.

1898

[SYLLABUS] The University of Chicago. Pedagogy I B 19. Philosophy of Education. 1898-1899 Winter Quarter. [Chicago, 1898.] 11 pp.

REPORT OF THE COMMITTEE ON A DETAILED PLAN FOR A REPORT ON ELEMENTARY EDUCATION. *In National Education Association, Addresses and Proceedings*, 1898, pp. 335-343.

Submitted at Washington, D. C. in July 1898.

SOME REMARKS ON THE PSYCHOLOGY OF NUMBER. *Pedagogical Seminary*, Jan. 1898, V, 426-434.

Reply to Daniel Edward Phillips, "Number and its Application Psychologically Considered," *ib.*, Oct. 1897, V, 221-281. Rejoinder by Phillips, "Some Remarks on Number and its Application," *ib.*, Apr. 1898, V, 590-598.

EVOLUTION AND ETHICS. *Monist*, Apr. 1898, VIII, 321-341.

Summarized in *Philosophical Review*, July 1898, VII, 423-424.

THE PRIMARY EDUCATION FETICH. *Forum*, May 1898, XXV, 315-328.

Editorial reply in *School Journal*, 28 May 1898, LVI, 629-630.

REVIEW of William Torrey Harris, *Psychologic Foundations of Education*. *Educational Review*, June 1898, XVI, 1-14.

REVIEW of James Mark Baldwin, *Social and Ethical Interpretations in Mental Development*. *Philosophical Review*, July 1898, VII, 398-409.

Discussion of this review by Baldwin, *ib.*, Nov. 1898, VII, 621-628, and reply by Dewey, *ib.*, 629-630.

REVIEW of James Mark Baldwin, *Social and Ethical Interpretations in Mental Development*. *New World*, Sept. 1898, VII, 504-522.

Another review.

THE SENSE OF SOLIDITY. Letter in *Science*, 11 Nov. 1898, N. S. VIII, 675.

1899

INTEREST AS RELATED TO [THE TRAINING OF THE] WILL. (Chicago: The Society, reprinted, 1899.) 40 pp.

Second supplement to the *Herbart Yearbook for 1895*; see 1896.

PSYCHOLOGY AND PHILOSOPHIC METHOD. Berkeley: The University Press, 1899. 23 pp.

The annual public address before the Philosophical Union of the University of California, 15 May 1899.

Reprinted from the *University [of California] Chronicle*, Aug. 1899, II, 159-179; reprinted "with slight verbal changes" in *The Influence of Darwin on Philosophy* (1910), pp. 242-270, with the title "'Consciousness' and Experience."

THE METHOD OF THE RECITATION. A Partial Report of a Course of Lectures Given at the University of

Chicago. Privately printed for the Use of Classes in Theory at the Oshkosh [Wisconsin] Normal School, 1899. 62 pp.

THE SCHOOL AND SOCIETY; being Three Lectures by John Dewey, Supplemented by a Statement of the University Elementary School. Chicago: The University of Chicago Press, 1899. 125 pp.

See under 1900.

PLAY AND IMAGINATION IN RELATION TO EARLY EDUCATION. *School Journal*, 27 May 1899, LVIII, 589; *Kindergarten Magazine*, June 1899, XI, 636-640.

Reports of a paper read by Dewey at the School of Psychology, held by the Kindergarten College, Chicago, in April 1899.

PRINCIPLES OF MENTAL DEVELOPMENT AS ILLUSTRATED IN EARLY INFANCY. *Transactions of the Illinois Society for Child-Study*, Oct. 1899, IV, 65-83.

1900

THE ELEMENTARY SCHOOL RECORD. A Series of Nine Monographs. Nos. 1-9, Feb.-Dec. 1900. Chicago: The University of Chicago Press, 1900.

John Dewey, Editor; Laura Louisa Runyon, Managing Editor.

Contents. 1. Art — 2. Music — 3. Textiles — 4. Botany — 5. Kindergarten — 6. Science — 7. Manual Training — 8. History — 9. Curriculum.

The following articles are by Dewey: No. 1, Feb. 1900, General Principles of Work, Educationally Considered [Introduction to Group III], pp. 12-15; Historical Development of Inventions and Occupations, General Principles [Introduction to Group IV], pp. 21-23. No. 2, Mar. 1900, General Introduction to Groups V and

VI, pp. 49-52. No. 3, Apr. 1900, Psychology of Occupations, pp. 82-85. No. 4, May 1900, Reflective Attention, pp. 111-113. No. 5, June 1900, Froebel's Educational Principles, pp. 143-151. No. 8, Nov. 1900, The Aim of History in Elementary Education, pp. 199-203. No. 9, Dec. 1900, The Psychology of the Elementary Curriculum, pp. 221-232.

Reprinted in part as *The "Dewey" School* (London: The Froebel Society [n.d.]), 80 pp.; revised edition, 1929, 119 pp.

See *The School and the Child* (1907); and *The School and Society* (1915).

THE SCHOOL AND SOCIETY; being Three Lectures by John Dewey, Supplemented by a Statement of the University Elementary School. Chicago: The University of Chicago Press, 1900. 129 pp.

Published also in London by P. S. King & Son, 1900.

Contents. The School and Social Progress — The School and the Life of the Child — Waste in Education — Three Years of the University Elementary School.

Revised edition, 1915, *q.v.*

Translations. Bohemian by Ján Mrazík (Prague, 1914); French (in part, in *L'Education*, June 1909 and Dec. 1912); German by Elsie Gurlitt (1905); Japanese; Polish by Marja Lisowska (Lemberg, 1924); Russian; Spanish by Domingo Barnés (Madrid, 1915); Turkish by B. Avni (1923).

Reviewed in *Chautauquan*, Mar. 1900, XXX, 589-592 (Laura Louisa Runyon); *Dial*, 16 Aug. 1900, XXIX, 98; *Educational Review*, Oct. 1900, XX, 303-306 (William Seneca Sutton); *Review of Education*, June 1901, VI, 31 (Addison Webster Moore); *Transactions of the Illinois Society for Child-Study*, Oct. 1899, IV, 100-101; *University [of Chicago] Record*, 6 July 1900, V, 159-160.

INTUITIONALISM. In *The Universal Cyclopedia*, edited

by Charles Kendall Adams (New York: D. Appleton and Company, 1900), VI, 321-323.

MORAL PHILOSOPHY. *Ib.*, VIII, 240-245.

PSYCHOLOGY AND SOCIAL PRACTICE. *Psychological Review*, Mar. 1900, VII, 105-124 (abstract, pp. 127-128); *Science*, 2 Mar. 1900, N. S. XI, 321-333.

Presidential address before the American Psychological Association, New Haven, Dec. 1899.

Summarized in *Philosophical Review*, May 1900, IX, 340-341; *Revue Philosophique*, Sep. 1901, LII, 337.

Reprinted as University of Chicago Contributions to Education, No. II (Chicago: The University of Chicago Press, 1901), 42 pp.; also in *Educational Essays* (1910), pp. 133-167.

REVIEW of Josiah Royce, *The World and the Individual* (Gifford Lectures), First Series: The Four Historical Conceptions of Being (*Philosophical Review*, May 1900, IX, 311-324); Second Series: Nature, Man, and the Moral Order (*ib.*, July 1902, XI, 392-407).

SOME STAGES OF LOGICAL THOUGHT. *Philosophical Review*, Sept. 1900, IX, 465-489.

Summarized in *Revue de Métaphysique et de Morale*, VIII (Sup. to Nov. 1900, p. 11); *Revue Philosophique*, June 1901, LI, 674 (J. Segond).

Reprinted in *Essays in Experimental Logic* (1916), pp. 183-219.

1901

DICTIONARY OF PHILOSOPHY AND PSYCHOLOGY, Edited by James Mark Baldwin. Vol. I. New York: The Macmillan Company, 1901.

John Dewey, Consulting Editor.

The following article is by Dewey: History of Philosophy (with Josiah Royce), pp. 480-482.

THE SITUATION AS REGARDS THE COURSE OF STUDY. *In* National Education Association, *Addresses and Proceedings*, 1901, pp. 332-348.

An address delivered before the Department of Superintendence of the Association at Chicago, 28 Feb. 1901.

Published also in *Educational Review*, June 1901, XXII, 26-49, and in *School Journal*, 20 and 27 Apr., and 4 May 1901, LXII, 421-423, 445-446, 454, 469-471. Quotations and comments in *Kindergarten Magazine*, June 1901, XIII, 574-577.

ARE THE SCHOOLS DOING WHAT THE PEOPLE WANT THEM TO DO? *Educational Review*, May 1901, XXI, 459-474; *Review of Education*, June 1901, VII, 10-11.

THE PLACE OF MANUAL TRAINING IN THE ELEMENTARY COURSE OF STUDY. *Manual Training Magazine*, July 1901, II, 193-199.

Summarized in *School Journal*, 31 Aug. 1901, LXIII, 182-183.

1902

DICTIONARY OF PHILOSOPHY AND PSYCHOLOGY. Vol. II. New York: The Macmillan Company, 1902.

The following articles are by Dewey: Mind, in Philosophy (with James Mark Baldwin), pp. 81-82 — Natural Realism, p. 134 — Naturalism, in Art (with James Hayden Tufts), p. 138 — Nature, pp. 138-141 — Nature, Philosophy of, p. 142 — Necessity, pp. 143-145 — Neo-Criticism, p. 149 — Neo-Platonism, p. 150 — Nescience, p. 167 — Nexus, p. 176 — Nisus, p. 178 — Noetic, pp. 178-179 — Nominalism, p. 180 — Non-Being, pp. 180-181 —

Noölogy, pp. 181-182 — Norm and Normative, in the Moral Sciences, p. 182 — Noumenon and Noumenal, pp. 184-185 — Nous, pp. 185-186 — Nullibrists, p. 186 — Number, in Metaphysics, p. 189 — Object and Objective, General and Philosophical, pp. 191-192 — Objectivism, p. 194 — One, The, p. 201 — Ontological Argument, pp. 202-203 — Ontologism (2.), p. 203 — Ontology, pp. 203-204 — Opinion, p. 205 — Optimism and Pessimism, pp. 210-212 — Organic, p. 213 — Organism, pp. 218-219 — Outness, p. 251 — Oversoul, p. 252 — Palingenesis, p. 254 — Panentheism, p. 255 — Panlogism, p. 255 — Panpneumatism, p. 256 — Panpsychism, p. 256 — Pantheism, pp. 256-257 — Panthelism, pp. 257-258 — Parousia, p. 263 — Passion and Passive, pp. 266-267 — Peripatetics, p. 280 — Permanence, p. 280 — Phase, p. 288 — Phenomenalism, p. 288 — Phenomenology, pp. 288-289 — Phenomenon, p. 289 — Philosophy, pp. 290-296 — Phoronomy, p. 297 — Pleroma, p. 305 — Pluralism, p. 306 — Plurality, p. 306 — Pneuma, pp. 307-308 — Pneumatology, p. 308 — Posit, pp. 310-311 — Positive (3. Philosophical), p. 311 — Pre-established Harmony, pp. 329-330 — Presentationism (2.), p. 333 — Primary, Primitive, Primordial, p. 340 — Primum Mobile, p. 341 — Principle, pp. 341-342 — Quietism, p. 412 — Rationalism, pp. 415-416 — Reals, p. 424 — Relation, pp. 439-443 — Same, The; and The Other, pp. 484-485 — Scepticism, pp. 489-490 — Schema, p. 490 — Schematism, pp. 490-491 — Scholasticism (The Schoolmen), pp. 491-495 — Schopenhauerism (or Schopenhauerianism), p. 499 — Scotism, p. 503 — Sensationalism, pp. 515-517 — Singularism, p. 533 — Speculation, p. 568 — Statue of Condillac, p. 601 — Subject, Subjective, pp. 607-608 — Subjectivism, p. 611 — Substantiality Theory, or Substantialism, p. 614 — Sui Generis, p. 620 — Summists, pp. 620-621 — Syncretism (1.), p. 655 — System, p. 659 — Tabula Rasa, p. 661 — Transcendentalism, p. 711 — Transient, p. 712 — Ubication, p. 723 — Understanding and Reason, pp. 725-726 — Unity and Plurality, pp. 734-736 — Universal and Universality (4. and 5.), pp. 737-739 — Universal Postulate, p. 741 — Universe, p. 742 — Unthinkable, p. 743 — Vacuum, pp. 747-748 — World, p. 821.

THE CHILD AND THE CURRICULUM. Chicago: The University of Chicago Press, 1902. 40 pp. (University of Chicago Contributions to Education, No. V.)

Translations. Russian; Spanish, with an introduction by Lorenzo Luzuriaga (Madrid, 1925), review of translation in *Revista de Filosofia*, May 1926, XXIII, 570-571 (Roberto A. Masciotra); Swedish by Agnes Jacobsson-Undén (Lund, 1912).

Reprinted in *The School and the Child* (1907), pp. 17-47.

THE EDUCATIONAL SITUATION. Chicago: The University of Chicago Press, 1902. 104 pp. (University of Chicago Contributions to Education, No. III.)

Contents. The Educational Situation: I. As Concerns the Elementary School; II. As Concerns Secondary Education; III. As Concerns the College.

Revision of three papers originally prepared as follows: I. For the Superintendents' Section of the National Education Association; II. For the Conference of Secondary Schools affiliated with the University of Chicago; III. For the Harvard Teachers' Association.

DISCUSSION. *In National Education Association, Addresses and Proceedings*, 1902, pp. 719-720.

Discussion of Theodore B. Noss, "What our Schools Owe to Child-Study," *ib.*, pp. 716-719.

THE SCHOOL AS SOCIAL CENTER. *In National Education Association, Addresses and Proceedings*, 1902, pp. 373-383.

Address delivered before the Association at Minneapolis in July 1902.

Published also in *Elementary School Teacher*, Oct. 1902, III, 73-86.

ACADEMIC FREEDOM. *Educational Review*, Jan. 1902, XXIII, 1-14.

CURRENT PROBLEMS IN SECONDARY EDUCATION. *School Review*, Jan. 1902, X, 13-28.

Read at the Fifteenth Educational Conference of the Academies and High Schools affiliated with the University of Chicago, in Nov. 1901.

THE EVOLUTIONARY METHOD AS APPLIED TO MORALITY.

I. Its Scientific Necessity (*Philosophical Review*, Mar. 1902, XI, 107-124); II. Its Significance for Conduct (*ib.*, July 1902, XI, 353-371).

Reply by Theodore de Leo de Laguna, "Evolutionary Method in Ethical Research," *Philosophical Review*, May 1904, XIII, 328-337.

Abstract in *Revue Philosophique*, Nov. 1903, LVI, 553-554.

IN REMEMBRANCE: FRANCIS W. PARKER. *Journal of Education*, 27 Mar. 1902, LV, 199.

INTERPRETATION OF SAVAGE MIND. *Psychological Review*, May 1902, IX, 217-230.

Summarized by M. S. Macdonald, *Philosophical Review*, Sep. 1902, XI, 529-530; abstract in *Revue Philosophique*, Mar. 1903, LV, 348.

Reprinted in William Isaac Thomas, *Sourcebook for Social Origins* (Chicago, 1909), pp. 173-186.

REVIEW of Lightner Witmer, *Analytical Psychology*. *School Review*, May 1902, X, 412.

[IN MEMORIAM: COLONEL FRANCIS WAYLAND PARKER.] *Elementary School Teacher*, June 1902, II, 704-708.

Address delivered at the services held at the University of Chicago, 6 Mar. 1902. Printed from stenographic report.

Reprinted in *Characters and Events* (1929), I, 95-99.

THE BATTLE FOR PROGRESS. *Journal of Education*, 16 Oct. 1902, LVI, 249.

Abstract of an address.

THE UNIVERSITY OF CHICAGO SCHOOL OF EDUCATION.
Editorial in *Elementary School Teacher*, Nov. 1902, III, 200-203.

1903

STUDIES IN LOGICAL THEORY, by John Dewey, with the Co-operation of Members and Fellows of the Department of Philosophy. Chicago: The University of Chicago Press, 1903. xiii, 388 pp. (University of Chicago. The Decennial Publications, Second Series, Vol. XI.)

Published also in London by T. Fisher Unwin, 1909.

Contents. Thought and its Subject-Matter, by John Dewey — Thought and its Subject-Matter: The Antecedents of Thought, by John Dewey — Thought and its Subject-Matter: The Datum of Thinking, by John Dewey — Thought and its Subject-Matter: The Content and Object of Thought, by John Dewey — Bosanquet's Theory of Judgment, by Helen Bradford Thompson — Typical Stages in the Development of Judgment, by Simon Fraser McLennan — The Nature of Hypothesis, by Myron Louis Ashley — Image and Idea in Logic, by Willard Clark Gore — The Logic of the Pre-Socratic Philosophy, by William Arthur Heidel — Valuation as a Logical Process, by Henry Waldgrave Stuart — Some Logical Aspects of Purpose, by Addison Webster Moore.

Reviewed in *Dial*, 16 May 1904, XXXVI, 328-329 (Arthur Ken-

yon Rogers); *Educational Review*, Oct. 1904, XXVIII, 310-313 (Edwin Lee Norton); *Journal of Philosophy*, 18 Feb. 1904, I, 100-105 (Wilmon Henry Sheldon); *Mind*, Jan. 1904, N. S. XIII, 100-106 (Ferdinand Canning Scott Schiller), July 1911, N. S. XX, 435 (Bernard Bosanquet); *Monist*, Jan. 1904, XVI, 312; *Philosophical Review*, Nov. 1904, XIII, 666-667 (Andrew Seth Pringle-Pattison); *Psychological Bulletin*, 15 Jan. 1904, I, 1-5 (William James); *Revue Philosophique*, Dec. 1904, LVIII, 655-656 (Théodule Ribot).

Professor Seth Pringle-Pattison's review was reprinted in his book, *The Philosophical Radicals* (Edinburgh, 1907), pp. 178-194, and that of Professor James, "The Chicago School," in his *Collected Essays and Reviews* (New York, 1920), pp. 445-447.

See Arthur Kenyon Rogers, "The Standpoint of Instrumental Logic," *Journal of Philosophy*, 14 Apr. 1904, I, 207-212; and William James's *Letters*, II, 201-202, for further discussion of this book.

See also *Essays in Experimental Logic* (1916).

LOGICAL CONDITIONS OF A SCIENTIFIC TREATMENT OF MORALITY. Chicago: The University of Chicago Press, 1903. 27 pp.

Reprinted from the Decennial Publications of the University of Chicago, First Series, Vol. III, pp. 113-139.

ETHICS. In *The [Encyclopedia] Americana* (New York: Scientific American [c1903-1906]), Vol. VII [unpaged], *sub voce*.

Reprinted in the *Encyclopedia Americana*, New York [c1918], Vol. X, pp. 540-546.

RELIGIOUS EDUCATION AS CONDITIONED BY MODERN PSYCHOLOGY AND PEDAGOGY. *Proceedings of the Religious Education Association*, 1903, pp. 60-66.

Read at the first annual convention at Chicago in Feb. 1903.

INTRODUCTION. In Irving Walter King, *The Psychology of Child Development* (Chicago: The University of Chicago Press, 1903), pp. xi-xx.

[REMARKS on Frank Louis Soldan, "Shortening the Years of Elementary Schooling," *School Review*, Jan. 1903, XI, 4-17.] *Ib.*, pp. 17-20.

PSYCHOLOGICAL METHOD IN ETHICS. *Psychological Review*, Mar. 1903, X, 158-160.

Summary of a paper read at the joint meeting of the American Philosophical Association and the American Psychological Association at Columbian University, Washington, D. C., 31 Dec. 1902.

THE PSYCHOLOGICAL AND THE LOGICAL IN TEACHING GEOMETRY. *Educational Review*, Apr. 1903, XXV, 387-399.

THE ORGANIZATION AND CURRICULA OF THE [UNIVERSITY OF CHICAGO] COLLEGE OF EDUCATION. *Elementary School Teacher*, May 1903, III, 553-562.

METHOD OF THE RECITATION. *Elementary School Teacher*, May 1903, III, 563.

Syllabus of a course to be given by Dewey in the summer quarter, 1903, at the University of Chicago.

REVIEW of Katharine Elizabeth Dopp, *The Place of Industries in Elementary Education*. *Elementary School Teacher*, June 1903, III, 727-728.

EMERSON — THE PHILOSOPHER OF DEMOCRACY. *International Journal of Ethics*, July 1903, XIII, 405-413.

A paper read at the Emerson Memorial Meeting at the University of Chicago, 25 May 1903.

Summarized in *Philosophical Review*, Sept. 1903, XII, 574 (George Holland Sabine).

Reprinted in *Characters and Events* (1929), I, 69-77, with the title "Ralph Waldo Emerson."

THE ST. LOUIS CONGRESS OF THE ARTS AND SCIENCES.

Letter in *Science*, 28 Aug. 1903, N. S. XVIII, 275-278.

Discussion of Hugo Münsterberg, "The St. Louis Congress. . ." *Atlantic Monthly*, May 1903, XCI, 671-684. Reply by Münsterberg, *Science*, 30 Oct. 1903, N. S. XVIII, 559-563. Rejoinder by Dewey, *ib.*, 20 Nov. 1903, p. 665. Reply by Münsterberg, *ib.*, 18 Dec. 1903, p. 788.

DEMOCRACY IN EDUCATION. *Elementary School Teacher*, Dec. 1903, IV, 193-204.

Report of the same with the title "Democracy and Freedom in the School," *Kindergarten Magazine*, Dec. 1903, XVI, 212-214.

TOTAL ISOLATION. *Journal of Education*, 24 Dec. 1903, LVIII, 433.

Abstract of an address.

1904

EDUCATION, DIRECT AND INDIRECT. [Chicago] 1904. 10 pp.

Address at the Francis W. Parker School, Chicago, in Jan. 1904.

Reprinted in *Progressive Journal of Education*, 15 Oct. 1909, II, 31-38.

THE RELATION OF THEORY TO PRACTICE IN EDUCATION. In National Society for the Scientific Study of Education, *Third Yearbook*, 1904, Part I, pp. 9-30.

NOTES UPON LOGICAL TOPICS. I. A Classification of Contemporary Tendencies (*Journal of Philosophy*, 4 Feb. 1904, I, 57-62); II. The Meanings of the Term "Idea" (*ib.*, 31 Mar. 1904, I, 175-178).

THE PSYCHOLOGY OF JUDGMENT. *Psychological Bulletin*, 10 Feb. 1904, I, 44-45.

Abstract of a paper read at the Twelfth Annual Meeting of the American Psychological Association at St. Louis in Dec. 1903.

SIGNIFICANCE OF THE SCHOOL OF EDUCATION. *Elementary School Teacher*, Mar. 1904, IV, 441-453.

Paper read before the School of Education Parents' Association, Chicago, 28 Jan. 1904.

THE PHILOSOPHICAL WORK OF HERBERT SPENCER. *Philosophical Review*, Mar. 1904, XIII, 159-175.

Abstracts in *Revue de Métaphysique et de Morale*, XIV (Sup. to May 1906, p. 13); *Revue Philosophique*, Apr. 1905, LIX, 439 (J. Segond).

Reprinted in *Characters and Events* (1929), I, 45-62.

REVIEW of Wayland Richardson Benedict, *World Views and their Ethical Implications*. *International Journal of Ethics*, Apr. 1904, XIV, 389-390.

INTRODUCTION OF THE ORATOR [Nicholas Murray Butler]. *University [of Chicago] Record*, May 1904, IX, 12-13.

At the dedication of Emmons Blaine Hall, the School of Education of the University of Chicago.

REVIEW of Ferdinand Canning Scott Schiller, *Humanism*. *Psychological Bulletin*, 15 Sept. 1904, I, 335-340.

1905

THE REALISM OF PRAGMATISM. *Journal of Philosophy*, 8 June 1905, II, 324-327.

Reply to Stephen Sheldon Colvin, "Is Subjective Idealism a Necessary Point of View for Psychology?" *ib.*, 27 Apr. 1905, II, 225-231.

THE POSTULATE OF IMMEDIATE EMPIRICISM. *Journal of Philosophy*, 20 July 1905, II, 393-399.

Summarized in *Philosophical Review*, May 1906, XV, 350 (Mat-
tie Alexander Martin).

Reprinted in *The Influence of Darwin on Philosophy* (1910), pp.
226-241.

Reply by Charles Montague Bakewell, "An Open Letter to Pro-
fessor Dewey concerning Immediate Empiricism," *Journal of
Philosophy*, 14 Sept. 1905, II, 520-522. (See reply by Dewey,
"Immediate Empiricism," below.)

Reply by Frederick James Eugene Woodbridge, "Of What Sort
Is Cognitive Experience?" *Journal of Philosophy*, 12 Oct. 1905,
II, 573-576. (See reply by Dewey, "The Knowledge Experience
and Its Relationships," below.)

Reply by Boyd Henry Bode, "Cognitive Experience and its Ob-
ject," *Journal of Philosophy*, 23 Nov. 1905, II, 658-663. (See
reply by Dewey, "The Knowledge Experience Again," below.)

See also Joseph Alexander Leighton, "Cognitive Thought and
'Immediate' Experience," *Journal of Philosophy*, 29 Mar. 1906,
III, 174-180.

IMMEDIATE EMPIRICISM. *Journal of Philosophy*, 26 Oct.
1905, II, 597-599.

Reply to Charles Montague Bakewell, "An Open Letter to Pro-
fessor Dewey concerning Immediate Empiricism," *ib.*, 14 Sept.
1905, II, 520-522. Rejoinder by Bakewell, "The Issue between

Idealism and Immediate Empiricism," *ib.*, 7 Dec. 1905, II, 687-691.

See Ferdinand Canning Scott Schiller, "Thought and Immediacy," *ib.*, 26 Apr. 1906, III, 234-237.

THE KNOWLEDGE EXPERIENCE AND ITS RELATIONSHIPS.

Journal of Philosophy, 23 Nov. 1905, II, 652-657.

Reply to Frederick James Eugene Woodbridge, "Of What Sort Is Cognitive Experience?" *ib.*, 12 Oct. 1905, II, 573-576.

THE KNOWLEDGE EXPERIENCE AGAIN. *Journal of Philosophy*, 21 Dec. 1905, II, 707-711.

Reply to Boyd Henry Bode, "Cognitive Experience and its Object," *ib.*, 23 Nov. 1905, II, 658-663.

1906

CULTURE AND INDUSTRY IN EDUCATION. *Proceedings of the Joint Convention of the Eastern Art Teachers Association and the Eastern Manual Training Association*, 1906, pp. 21-30.

Read 31 May 1906 before the Convention, at Horace Mann School, Teachers College, Columbia University.

Reprinted in *Educational Bi-Monthly*, 1 Oct. 1908, I, 1-9; and in *Teachers College Bulletin*, Ser. 10, No. 1, 1 Mar. 1919, pp. 10-18.

THE TERMS "CONSCIOUS" AND "CONSCIOUSNESS." *Journal of Philosophy*, 18 Jan. 1906, III, 39-41.

REVIEW of George Santayana, *The Life of Reason* (Vols. I and II). *Science*, 9 Feb. 1906, N. S. XXIII, 223-225.

BELIEFS AND REALITIES. *Philosophical Review*, Mar. 1906, XV, 113-119.

Presidential address at the Fifth Annual Meeting of the American

Philosophical Association, Emerson Hall, Harvard University, 28 Dec. 1905.

Abstracts in *Revue de Métaphysique et de Morale*, XVI (Sup. to Nov. 1908, p. 18); *Revue Philosophique*, Apr. 1907, LXIII, 555.

Reprinted "with verbal revisions" in *The Influence of Darwin on Philosophy* (1910), pp. 169-197, under the title "Beliefs and Existences."

REALITY AS EXPERIENCE. *Journal of Philosophy*, 10 May 1906, III, 253-257.

THE EXPERIMENTAL THEORY OF KNOWLEDGE. *Mind*, July 1906, N. S. XV, 293-307.

Summarized in *Philosophical Review*, Jan. 1907, XVI, 107-108 (M. W. Sprague); *Revue Philosophique*, Dec. 1906, LXII, 666.

Reprinted "with considerable change in the arrangement and in the matter of the latter portion" in *The Influence of Darwin on Philosophy* (1910), pp. 77-111.

EXPERIENCE AND OBJECTIVE IDEALISM. *Philosophical Review*, Sept. 1906, XV, 465-481.

Reply by John Edward Russell, "Objective Idealism and Revised Empiricism," *ib.*, Nov. 1906, XV, 627-633.

Summarized in *Psychological Bulletin*, 15 July 1907, IV, 230-232 (Grace Bruce); *Revue Philosophique*, Apr. 1907, LXIII, 557-558 (J. Segond).

Reprinted "with slight verbal changes" in *The Influence of Darwin on Philosophy* (1910), pp. 198-225.

1907

THE SCHOOL AND THE CHILD; being Selections from the Educational Essays of John Dewey. Edited by J[oseph] J[ohn] Findlay. London: Blackie & Son,

Ltd. [1907? pref. 1906]. 128 pp. (The Little Library of Pedagogics.)

Contents. Introduction — The Child and the Curriculum — Essays from the *Elementary School Record*: No. 1, The Kindergarten. No. 2, General Principles of Work, Educationally Considered. No. 3, Historical Development of Inventions and Occupations. No. 4, Children of Eight Years of Age. No. 5, Psychology of Occupations. No. 6, Reflective Attention. No. 7, The Aim of History in Elementary Education. No. 8, The Psychology of the Elementary Curriculum.

REVIEW of A[rthur] S[idgwick] and E[leanor] M[ildred Balfour] S[idgwick], *Henry Sidgwick, A Memoir. Political Science Quarterly*, Mar. 1907, XXII 133-135.

THE CONTROL OF IDEAS BY FACTS. I. (*Journal of Philosophy*, 11 Apr. 1907, IV, 197-203); II. (*Ib.*, 9 May 1907, pp. 253-259); III. (*Ib.*, 6 June 1907, pp. 309-319).

Reply by Roy Wood Sellars, "Professor Dewey's View of Agreement," *ib.*, 1 Aug. 1907, IV, 432-435.

Summarized in *Philosophical Review*, Jan. 1908, XVII, 104-105 (C. H. Williams); *Psychological Bulletin*, Oct. 1908, V, 336-337 (Robert Morris Ogden).

Reprinted in *Essays in Experimental Logic* (1916), pp. 230-249.

REVIEW of *Studies in Philosophy and Psychology* by the Former Students of Charles Edward Garman. *Philosophical Review*, May 1907, XVI, 312-321.

EDUCATION AS A UNIVERSITY STUDY. *Columbia University Quarterly*, June 1907, IX, 284-290.

REALITY AND THE CRITERION FOR THE TRUTH OF IDEAS. *Mind*, July 1907, N. S. XVI, 317-342.

Summarized in *Philosophical Review*, Jan. 1908, XVII, 103-104 (Gustavus Watts Cunningham); *Psychological Bulletin*, May 1908, V, 166-167 (M. S. Case); *Revue Philosophique*, Dec. 1907, LXIV, 662.

Reprinted "with many changes" in *The Influence of Darwin on Philosophy* (1910), pp. 112-153 with the title "The Intellectualist Criterion for Truth."

PURE EXPERIENCE AND REALITY: A DISCLAIMER. *Philosophical Review*, July 1907, XVI, 419-422.

Reply to Evander Bradley McGilvary, "Pure Experience and Reality," *ib.*, May 1907, XVI, 266-284. Rejoinder by McGilvary, "Pure Experience and Reality: a Reassertion," *ib.*, July 1907, XVI, 422-424.

REVIEW of George Santayana, *The Life of Reason* (Vols. I-V). *Educational Review*, Sept. 1907, XXXIV, 116-129.

1908

ETHICS. New York: Columbia University Press, 1908. 26 pp.

A lecture delivered at Columbia University in the series on science, philosophy and art, 25 Mar. 1908.

Reprinted in *The Influence of Darwin on Philosophy* (1910), pp. 46-76 with the title "Intelligence and Morals."

ETHICS, by John Dewey and James H[ayden] Tufts. New York: Henry Holt and Company, 1908. xiii, 618 pp. (American Science Series.)

Published also in London by G. Bell and Sons, 1909.

Part I was written by Mr. Tufts, Part II by Mr. Dewey, and in Part III, Chapters XX [Social Organization and the Individual]

and XXI [Civil Society and the Political State] are by Mr. Dewey, Chapters XXII-XXVI by Mr. Tufts.

Contents. Introduction. Part I, The Beginnings and Growth of Morality: Early Group Life — The Rationalizing and Socializing Agencies in Early Society — Group Morality, Customs or Mores — From Custom to Conscience; from Group Morality to Personal Morality — The Hebrew Moral Development — The Moral Development of the Greeks — The Modern Period — A General Comparison of Customary and Reflective Morality. Part II, Theory of Moral Life: The Moral Situation — Problems of Moral Theory — Types of Moral Theory — Conduct and Character — Happiness and Conduct, The Good and Desire — Happiness and Social Ends — The Place of Reason in the Moral Life, Moral Knowledge — The Place of Duty in the Moral Life, Subjection to Authority — The Place of Self in the Moral Life — The Virtues. Part III, The World of Action: Social Organization and the Individual — Civil Society and the Political State — The Ethics of the Economic Life — Some Principles in the Economic Order — Unsettled Problems in the Economic Order — The Family.

Translation. Japanese by R. Nakashima (Tokyo, 1912).

Reviewed in *American Journal of Psychology*, Jan. 1909, XX, 151 (Evander Bradley McGilvary); *American Journal of Sociology*, Mar. 1909, XIV, 687-690 (Guy Allen Tawney); *American Journal of Theology*, Jan. 1909, XIII, 140-143 (Arthur Oncken Lovejoy); *Dial*, 1 Mar. 1909, XLVI, 146; *Economic Bulletin*, Dec. 1908, I, 335-336 (Charles Abram Ellwood); *Educational Review*, Apr. 1909, XXXVII, 413-416 (Walter Taylor Marvin); *Independent*, 5 Aug. 1909, LXVII, 310; *Journal of Philosophy*, 5 Nov. 1908, V, 636-639 (Norman Wilde); *Monist*, July 1910, XX, 478; *Nation*, 5 Nov. 1908, LXXXVII, 438; *Outlook*, 14 Nov. 1908, XC, 595-596; *Philosophical Review*, Mar. 1909, XVIII, 221-229 (William Caldwell); *Psychological Bulletin*, 15 Jan. 1909, VI, 14 (Evander Bradley McGilvary); *Revue de Philosophie*, Mar. 1909, XIV, 318-322 (E. D.); *Revue de*

Métaphysique et de Morale, XVII (Sup. to Nov. 1909, p. 17); *Revue Philosophique*, Nov. 1910, LXX, 533-535 (J. Segond); *Revue des Sciences Philosophiques et Théologiques*, July 1909, III, 539-540 (Marie Stanislas Gillet); *School Review*, Mar. 1909, XVII, 204-206 (Irving Elgar Miller); *Science*, 16 July 1909, N. S. XXX, 89-92 (Frank Thilly); *Survey*, 1 May 1909, XXII, 217-218 (Frank Addison Manny).

DOES REALITY POSSESS PRACTICAL CHARACTER? In *Essays, Philosophical and Psychological*, in Honor of William James, Professor in Harvard University, by his Colleagues at Columbia University (New York: Longmans, Green, and Company, 1908), pp. 53-80.

Reviewed in *Mind*, Jan. 1910, N. S. XIX, 97-105 (Horace Meyer Kallen); *Revue de Métaphysique et de Morale*, XVI (Sup. to Sept. 1908, pp. 12-13).

See Dewey: "A Reply to Professor McGilvary's Questions" (*Journal of Philosophy*, 4 Jan. 1912), below.

WHAT DOES PRAGMATISM MEAN BY PRACTICAL? *Journal of Philosophy*, 13 Feb. 1908, V, 85-99.

Review of William James, *Pragmatism*.

Comments in *Revue Neo-Scholastique*, Aug. 1909, XVI, 454 (Léon Noël). Summarized in *Revue de Métaphysique et de Morale*, XVI (Sup. to Nov. 1908, pp. 24-25).

Reprinted, except the last paragraph, as "What Pragmatism Means by Practical" in *Essays in Experimental Logic* (1916), pp. 303-329.

RELIGION AND OUR SCHOOLS. *Hibbert Journal*, July 1908, VI, 796-809.

Reprinted in *Characters and Events* (1929), II, 504-516.

THE LOGICAL CHARACTER OF IDEAS. *Journal of Philosophy*, 2 July 1908, V, 375-381.

See James Bissett Pratt, "Truth and Ideas," *ib.*, 27 Feb. 1908, V, 122-131, and Addison Webster Moore, "Pragmatism and Solipsism," *ib.*, 8 July 1909, VI, 378-383.

Reprinted in *Essays in Experimental Logic* (1916), pp. 220-229.

THE BEARINGS OF PRAGMATISM UPON EDUCATION. I. (*Progressive Journal of Education*, Dec. 1908, Vol. I, No. 2, pp. 1-3); II. (*Ib.*, Jan. 1909, I, 3, 5-8); III. (*Ib.*, Feb. 1909, I, 4, 6-7).

1909

MORAL PRINCIPALS IN EDUCATION. Boston: Houghton Mifflin Company [1909]. ix, 60 pp. (Riverside Educational Monographs, edited by Henry Suzzallo.)

Contents. Introduction—The Moral Purpose of the School—The Moral Training Given by the School Community—The Moral Training from Methods of Instruction—The Social Nature of the Course of Study—The Psychological Aspect of Moral Education—Outline.

Reviewed in *Elementary School Teacher*, Dec. 1909, X, 204 (Frank Addison Manny); and in [*Proceedings of the*] *Second International Moral Education Congress*, 1912, pp. 184-187.

An elaboration of *Ethical Principles Underlying Education* (1897).

THE PRAGMATIC MOVEMENT OF CONTEMPORARY THOUGHT: A SYLLABUS. New York, 1909. 11 pp.

OBJECTS, DATA, AND EXISTENCES. *Journal of Philosophy*, 7 Jan. 1909, VI, 13-21.

Reply to Evander Bradley McGilvary, "The Chicago 'Idea' and Idealism," *ib.*, 22 Oct. 1908, V, 589-597.

Summarized in *Revue de Philosophie*, May 1909, XIV, 735.

HISTORY FOR THE EDUCATOR. *Progressive Journal of Education*, Mar. 1909, Vol. I, No. 5, pp. 1-4.

DISCUSSION ON REALISM AND IDEALISM. *Philosophical Review*, Mar. 1909, XVIII, 182-183.

At the Eighth Annual Meeting of the American Philosophical Association, Johns Hopkins University, Dec. 1908.

SYMPOSIUM ON THE PURPOSE AND ORGANIZATION OF PHYSICS TEACHING IN SECONDARY SCHOOLS, XIII. *School Science and Mathematics*, Mar. 1909, IX, 291-292.

[DISCUSSION ON THE CONCEPT OF A SENSATION.] *Journal of Philosophy*, 15 Apr. 1909, VI, 211-212.

At a meeting of the section of anthropology and psychology of the New York Academy of Sciences.

TEACHING THAT DOES NOT EDUCATE. *Progressive Journal of Education*, June 1909, Vol. I, No. 8, pp. 1-3.

IS NATURE GOOD? A CONVERSATION. *Hibbert Journal*, July 1909, VII, 827-843.

Reprinted in *The Influence of Darwin on Philosophy* (1910), pp. 20-45, with the title "Nature and Its Good: a Conversation."

REVIEW of Albert Schinz, *Anti-pragmatisme*. *Philosophical Review*, July 1909, XVIII, 446-449.

DARWIN'S INFLUENCE UPON PHILOSOPHY. *Popular Science Monthly*, July 1909, LXXV, 90-98.

Delivered in a course of lectures on "Charles Darwin and his Influence on Science," given at Columbia University in the winter and spring of 1909.

Reprinted in *The Influence of Darwin on Philosophy* (1910), pp. 1-19.

THE DILEMMA OF THE INTELLECTUALIST THEORY OF TRUTH. *Journal of Philosophy*, 5 Aug. 1909, VI, 433-434.

Summarized in *Revue Philosophique*, Sept. 1910, LXX, 322 (Guillaume L. Duprat).

1910

HOW WE THINK. Boston: D. C. Heath & Co., 1910. vi, 224 pp.

Published also in London by Harrap.

Contents. Part I, The Problem of Training Thought: What is Thought—The Need for Training Thought—Natural Resources in the Training of Thought—School Conditions and the Training of Thought—The Means and End of Mental Training, the Psychological and the Logical. Part II, Logical Considerations: The Analysis of a Complete Act of Thought—Systematic Interference, Induction and Deduction—Judgment, the Interpretation of Facts—Meaning, or Conceptions and Understanding—Concrete and Abstract Thinking—Empirical and Scientific Thinking. Part III, The Training of Thought: Activity and the Training of Thought—Language and the Training of Thought—Observation and Information in the Training of Mind—The Recitation and the Training of Thought—Some General Conclusions.

Translations. French by O. Decroly (Paris, 1925); Russian; Spanish by Alejandro A. Jascalevich (Boston, [c1917]).

Reviewed in *Educational Review*, June 1910, XL, 97-98 (F. A. Fitzpatrick); *Independent*, 4 Aug. 1910, LXIX, 246; *Journal of Philosophy*, 27 Apr. 1911, VIII, 244-248 (Max Eastman); *Nation*, 5 May 1910, XC, 464; *New York Times*, 5 Nov. 1910 (Henry Addington Bruce); *Philosophical Review*, July 1911, XX, 441-442 (Walter Bowers Pillsbury); *Quarterly Journal of the University of North Dakota*, July 1911, I, 388-392 (L. G. Whitehead); *Revue de Philosophie*, July 1911, XIX, 86-87

(E. D.); *School Review*, Nov. 1910, XVIII, 642-645 (Boyd Henry Bode).

See Laurence Buermeyer, "Professor Dewey's Analysis of Thought," *Journal of Philosophy*, 2 Dec. 1920, XVII, 673-681.

THE INFLUENCE OF DARWIN ON PHILOSOPHY AND OTHER
ESSAYS IN CONTEMPORARY THOUGHT. New York:
Henry Holt and Company, 1910. vi, 309 pp.

Published also in London by G. Bell & Sons, Ltd., 1910.

Contents. The Influence of Darwinism on Philosophy — Nature and its Good: A Conversation — Intelligence and Morals — The Experimental Theory of Knowledge — The Intellectualist Criterion for Truth — A Short Catechism concerning Truth — Beliefs and Existences — Experience and Objective Idealism — The Postulate of Immediate Empiricism — "Consciousness" and Experience — The Significance of the Problem of Knowledge.

With the exception of "A Short Catechism concerning Truth," a paper read in the spring of 1909 before the Philosophical Club of Smith College, all the papers in this collection have been published previously.

Reviewed in *Dial*, 16 Sept. 1910, XLIX, 183-184; *Journal of Philosophy*, 29 Sept. 1910, VII, 557-559 (Henry Sturt); *New York Times*, 28 May 1910 (Joseph Jacobs); *Outlook*, 18 June 1910, XCV, 368; *Philosophical Review*, Mar. 1911, XX, 219-221 (James Edwin Creighton); *Revue de Métaphysique et de Morale*, XVIII (Sup. to Nov. 1910, pp. 12-13), [Emmanuel Leroux].

EDUCATIONAL ESSAYS by John Dewey. Edited by
J[oseph] J[ohn] Findlay. London: Blackie & Son,
Ltd., 1910. 168 pp.

Contents. Introduction by J. J. Findlay — Ethical Principles Underlying Education — Interest in Relation to Training of the Will — Psychology and Social Practice.

Translation. Swedish by Malte Jacobssen (Lund, 1912).

SCIENCE AS SUBJECT MATTER AND AS METHOD. *Science*, 28 Jan. 1910, N. S. XXXI, 121-127.

Address of the Vice President, and Chairman of Sec. L (Education), at the meeting of the American Association for the Advancement of Science, Boston, 29 Dec. 1909.

Reprinted in *Journal of Education*, 14, 21 and 28 Apr. 1910, LXXI, 395-396, 427-428, 454; and in *Characters and Events* (1929), II, 765-775, with the title "Science and the Education of Man."

Editorial comment in *New York Evening Post*, 5 Feb. 1910.

REVIEW of Hugo Münsterberg, *The Eternal Values*. *Philosophical Review*, Mar. 1910, XIX, 188-192.

VALID KNOWLEDGE AND THE "SUBJECTIVITY OF EXPERIENCE." *Journal of Philosophy*, 31 Mar. 1910, VII, 169-174.

Summarized in *Philosophical Review*, Sept. 1910, XIX, 563 (J. R. Tuttle).

SOME IMPLICATIONS OF ANTI-INTELLECTUALISM. *Journal of Philosophy*, 1 Sept. 1910, VII, 477-481.

Summarized in *Philosophical Review*, Mar. 1911, XX, 239 (J. Reese Lin); *Revue Philosophique*, Apr. 1912, LXXIII, 439 (Guillaume L. Duprat).

WILLIAM JAMES. *Independent*, 8 Sept. 1910, LXIX, 533-536.

Reprinted in *Characters and Events* (1929), I, 111-117.

WILLIAM JAMES. *Journal of Philosophy*, 15 Sept. 1910, VII, 505-508.

Reprinted in *Characters and Events* (1929), I, 107-111.

THE SHORT-CUT TO REALISM EXAMINED. *Journal of Philosophy*, 29 Sept. 1910, VII, 553-557.

Discussion of "The Program and First Platform of Six Realists" [*i.e.*, Edwin Bissell Holt, Walter Taylor Marvin, William Pepperell Montague, Ralph Barton Perry, Walter Boughton Pitkin, Edward Gleason Spaulding], *ib.*, 21 July 1910, VII, 393-401.

Reply by Edward Gleason Spaulding, "Realism: a Reply to Professor Dewey and an Exposition," *ib.*, 3 Feb. 1911, VIII, 63-77. See Dewey's rejoinder (*ib.*, 3 Feb. 1911), below.

1911

A CYCLOPEDIA OF EDUCATION, Edited by Paul Monroe.
Vol. I. New York: The Macmillan Company, 1911.

John Dewey, Departmental Editor for Philosophy of Education.

The following articles are by Dewey: Abstraction, p. 14 — Accommodation, pp. 24-25 — Activity, Logical Theory and Educational Implication of, pp. 33-34 — Adaptation, p. 35 — Adjustment, pp. 38-39 — Altruism and Egoism, pp. 105-106 — Analogy, Logic of, p. 116 — Analysis and Synthesis, pp. 117-119 — Art in Education, pp. 223-225 — Causation, pp. 553-554 — Character, pp. 569-572.

ib., Vol. II, 1911.

The following articles are by Dewey: Comparison, p. 163 — Conception, pp. 171-172 — Concrete and Abstract, p. 173 — Conduct, p. 175 — Conflict, p. 175 — Control, p. 196 — Course of Study, Theory of, pp. 218-222 — Culture and Culture Values, pp. 238-240 — Culture Epoch Theory, pp. 240-242 — Custom, pp. 243-244 — Deduction, p. 275 — Definition, pp. 280-281 — Democracy and Education, pp. 293-294 — Demonstration, p. 294 — Determinism, p. 318 — Development, pp. 319-320 — Dialectic, pp. 321-322 — Didactics, p. 327 — Discipline, p. 336 — Dualism, p. 374 — Dynamic, p. 380 — Education, pp. 398-401 — Education and Instruction, p. 414 — Effort, pp. 421-422

— End in Education, p. 451 — Environment and Organism, pp. 486-487 — Epistemology, p. 491 — Evidence, p. 528 — Evolution: the Philosophical Concepts, pp. 528-529 — Experience and the Empirical, pp. 546-549 — Experiment in Education, pp. 550-551 — Experimentation, Logic of, pp. 554-555 — Explanation, p. 555 — External Object, p. 559 — Fact, pp. 567-568 — Form and Content, pp. 641-642 — Freedom, Academic, pp. 700-701 — Freedom of Will, pp. 705-706 — Function, pp. 723-724.

REJOINDER TO DR. SPAULDING. *Journal of Philosophy*, 3 Feb. 1911, VIII, 77-79.

Reply to Edward Gleason Spaulding, "Realism: a Reply to Professor Dewey and an Exposition," *ib.*, pp. 63-77. Reply by Spaulding, "A Reply to Professor Dewey's Rejoinder," *ib.*, 12 Oct. 1911, 566-574.

JOINT DISCUSSION, with Articles of Agreement and Disagreement, by Dewey and Spaulding, *ib.*, pp. 574-579.

Summarized in *Revue de Métaphysique et de Morale*, XX (Sup. to Jan. 1912, pp. 22-24); XXI (Sup. to Mar. 1913, p. 23).

THE PROBLEM OF TRUTH. I. Why Is Truth a Problem? (*Old Penn, Weekly Review of the University of Pennsylvania*, 11 Feb. 1911, IX, 522-528); II. Truth and Consequences (*ib.*, 18 Feb. 1911, pp. 556-563); III. Objective Truths (*ib.*, 4 Mar. 1911, pp. 620-625).

A course of lectures delivered on the George Leib Harrison Foundation at the University of Pennsylvania.

IS CO-EDUCATION INJURIOUS TO GIRLS? *Ladies Home Journal*, June 1911, XXVIII, 22, 60-61.

MAETERLINCK'S PHILOSOPHY OF LIFE. *Hibbert Journal*, July 1911, IX, 765-778.

Reprinted in *Characters and Events* (1929), I, 31-44, with the title "Maurice Maeterlinck."

BRIEF STUDIES IN REALISM. I. Naïve Realism *vs.* Representative Realism (*Journal of Philosophy*, 20 July 1911, VIII, 393-400); II. Epistemological Realism: the Alleged Ubiquity of the Knowledge Relation (*ib.*, 28 Sept. 1911, pp. 546-554).

Summarized in *Philosophical Review*, Jan. 1912, XXI, 120-121 (Elijah Jordan.)

Replies by Evander Bradley McGilvary, "Professor Dewey's 'Brief Studies in Realism,'" *Journal of Philosophy*, 20 June 1912, IX, 344-349; Durant Drake, "What Kind of Realism?" *ib.*, 14 Mar. 1912, IX, 149-154. See Dewey's replies, "In Response to Prof. McGilvary" (*ib.*, 26 Sept. 1912) and "Duality and Dualism" (*ib.*, 30 Aug. 1917), below.

Reprinted in *Essays in Experimental Logic* (1916), pp. 250-280.

1912

A CYCLOPEDIA OF EDUCATION. Vol. III. New York: The Macmillan Company, 1912.

The following articles are by Dewey: Generalization, p. 15 — Harmony, Harmonious Development, p. 217 — Hedonism, pp. 242-243 — Humanism and Naturalism, pp. 338-340 — Humanities, The, p. 340 — Hypothesis, pp. 363-364 — Idea and Ideation, pp. 370-371 — Idealism, pp. 371-373 — Idealism and Realism in Education, pp. 373-375 — Imitation in Education, pp. 398-399 — Individuality, pp. 421-422 — Induction and Deduction, pp. 422-424 — Infancy, Theory of, in Education, pp. 445-446 — Inference, p. 455 — Information, pp. 455-456 — Initiative, p. 457 — Innate Idea, pp. 458-459 — Interest, pp. 472-475 — Intuition, p. 480 — Isolation, p. 499 — Judgment, pp. 571-572 — Knowledge, pp. 611-613 — Law, pp. 655-656.

REPLY TO PROFESSOR ROYCE'S CRITIQUE OF INSTRUMENTALISM. *Philosophical Review*, Jan. 1912, XXI, 69-81.

Reply to Josiah Royce, "The Problem of Truth," in *William James, and Other Essays* (1911).

A REPLY TO PROFESSOR MCGILVARY'S QUESTIONS. *Journal of Philosophy*, 4 Jan. 1912, IX, 19-21.

Reply to Evander Bradley McGilvary, "Professor Dewey's 'Action of Consciousness,'" *ib.*, 17 Aug. 1911, VIII, 458-460, a criticism of Dewey's essay, "Does Reality Possess Practical Character?" in *Essays . . . in Honor of William James* (1908).

IN RESPONSE TO PROFESSOR MCGILVARY. *Journal of Philosophy*, 26 Sept. 1912, IX, 544-548.

Reply to Evander Bradley McGilvary, "Realism and the Ego-centric Predicament," *Philosophical Review*, May 1912, XXI, 351-356; "Professor Dewey's 'Awareness,'" *Journal of Philosophy*, 23 May 1912, IX, 301-302; "Professor Dewey's 'Brief Studies in Realism,'" *ib.*, 20 June 1912, pp. 344-349.

REVIEW of Hugh Samuel Roger Elliott, *Modern Science and the Illusions of Professor Bergson*. *Philosophical Review*, Nov. 1912, XXI, 705-707.

PERCEPTION AND ORGANIC ACTION. *Journal of Philosophy*, 21 Nov. 1912, IX, 645-668.

Bergson's ideas of perception.

Summarized in *Revue de Métaphysique et de Morale*, XXII (Sup. to Mar. 1914, pp. 30-31); *Revue Philosophique*, July 1913, LXXVI, 107.

L'ECÔLE ET LA VIE DE L'ENFANT (Translated by J. Desfeuille). *L'Education*, Dec. 1912, pp. 457-472.

See *The School and Society* (1900).

1913

L'ECÔLE ET L'ENFANT. Traduit par L. S. Pidoux, avec une Introduction par Edouard Claparède. Neuchâtel:

Delachaux & Niestlé [1913]. xxxii, 136 pp. (Collection d'actualités pédagogiques, publiée sous les auspices de l'Institut J. J. Rousseau.)

Contents. Introduction: La Pédagogie de M. John Dewey — L'Intérêt et l'effort — L'Enfant et les programmes d'étude — Le But de l'histoire dans l'instruction primaire — Morale et éducation.

Reviewed in *L'Année Pédagogique*, 1913, pp. 61-62; *Revue de Métaphysique et de Morale*, XXII (Sup. to July 1914, pp. 20-21); *Revue de Philosophie*, Jan. 1914, XXIV, 89 (G. Jeanjean); *Revue Philosophique*, Aug. 1914, LXXVIII, 208-211 (L. Dugas).

L'EDUCATION AU POINT DE VUE SOCIAL. *L'Année Pédagogique*, 1913, III, 32-48.

INTEREST AND EFFORT IN EDUCATION. Boston: Houghton Mifflin Company [c1913]. ix, 101 pp. (Riverside Educational Monographs, edited by Henry Suzzallo.)

Contents. Editor's Introduction, by Henry Suzzallo — Unified *versus* Divided Activity — Interest as Direct and Indirect — Effort, Thinking, and Motivation — Types of Educative Interest — Place of Interest in the Theory of Education.

SHOULD MICHIGAN HAVE VOCATIONAL EDUCATION UNDER "UNIT" OR "DUAL" CONTROL? *In* National Society for the Promotion of Industrial Education, *Bulletin* 18 (Peoria, Ill. [1913]), pp. 27-34.

Address at the Seventh Annual Meeting of the Society at Grand Rapids, Mich., 23 Oct. 1913.

INTRODUCTION. *In* [Isadore Gilbert Mudge], *A Contribution to a Bibliography of Henri Bergson* (New York: Columbia University Press, 1913), pp. ix-xiii.

INTRODUCTION. In *Henry Street Settlement, Committee on Vocational Scholarships, Directory of the Trades and Occupations Taught at the Day and Evening Schools in Greater New York* (New York, 1913), pp. 2-3.

A CYCLOPEDIA OF EDUCATION. Vol. IV. New York: The Macmillan Company, 1913.

The following articles are by Dewey: Liberal Education, pp. 4-6 — Many-Sided Interest, p. 129 — Materialism, p. 158 — Metaphysics, p. 202 — Method, pp. 202-205 — Monism, p. 296 — Morality and Moral Sense, p. 314 — Nativism, p. 386 — Nature, pp. 387-389 — Neo-Humanism, p. 408 — Opinion, p. 552 — Optimism, pp. 552-553 — Pantheism, p. 598 — Pedantry, pp. 622-623 — Personality, pp. 649-650 — Pessimism, pp. 654-655 — Philosophy of Education, pp. 697-703 — Plato, pp. 722-725 — Play, pp. 725-727 — Pluralism, p. 730.

Ib., Vol. V, 1913.

The following articles are by Dewey: Positivism, pp. 18-19 — Pragmatism, pp. 22-24 — Problem, p. 47 — Process, p. 49 — Progress, pp. 51-52 — Proposition, p. 54 — Rationalism, p. 109 — Scientific Method, pp. 292-293 — Self, pp. 317-319 — Self-Consciousness, pp. 319-320 — Sensationalism, pp. 324-325 — Stimulus and Response, p. 422 — Subject, pp. 446-447 — Syllogism, 492-493 — System, p. 496 — Term, p. 566 — Theism, p. 581 — Theory and Practice, pp. 606-607 — Tradition, p. 621 — Transcendentalism, pp. 622-623 — Truth, pp. 632-633 — Universal, p. 651 — Utilitarianism, p. 700 — Validity, p. 703 — Values, Educational, pp. 704-705.

AN UNDEMOCRATIC PROPOSAL. *American Teacher*, Jan. 1913, II, 2-4; *Vocational Education*, May 1913, II, 374-377.

Industrial education in Illinois.

Noticed in *L'Année Pédagogique*, 1913, p. 193.

See "Some Dangers in the Present Movement for Industrial Education" and "Industrial Education and Democracy," below.

SOME DANGERS IN THE PRESENT MOVEMENT FOR INDUSTRIAL EDUCATION. *Child Labor Bulletin*, Feb. 1913, Vol. I, No. 4, pp. 69-74.

Reprint, with revisions, of "An Undemocratic Proposal," above; also printed as *Pamphlet No. 190* of the National Child Labor Committee, New York, 1913.

Reply by Edwin Gilbert Cooley, "Professor Dewey's Criticism of the Chicago Commercial Club and its Vocational Education Bill," *Vocational Education*, Sep. 1913, III, 24-29; also *In Reply to Dr. John Dewey's "Some Dangers in the Present Movement for Industrial Education"* [Chicago, 1913?], 8 pp.

INDUSTRIAL EDUCATION AND DEMOCRACY. *Survey*, 22 Mar. 1913, XXIX, 870-871, 893.

Part I, An answer to H. E. Miles, "Work and Citizenship: The Wisconsin Experiment in Industrial Education," *ib.*, 15 Feb. 1913, XXIX, 682-685. Part II, Reprinted from *American Teacher*, Jan. 1913, above.

THE PROBLEM OF VALUES. *Journal of Philosophy*, 8 May 1913, X, 268-269.

CUT-AND-TRY SCHOOL METHODS. *Survey*, 6 Sept. 1913, XXX, 691-692.

At Thomas A. Edison's laboratory, West Orange, N. J.

PROFESSIONAL SPIRIT AMONG TEACHERS. *American Teacher*, Oct. 1913, II, 114-116.

An address delivered at the organization meeting of the Teachers' League of New York, 28 Feb. 1913.

1914

REASONING IN EARLY CHILDHOOD. *Teachers College Record*, Jan. 1914 XV, 9-15.

Stenographic report of a paper read before the Department of Kindergarten Education, Teachers College Alumni Conference, 21 Feb. 1913.

REPORTS OF LECTURES by John Dewey. By Jenny B. Merrill. I. On Rousseau, Pestalozzi, Froebel and Montessori (*Kindergarten-Primary Magazine*, Mar. 1914, XXVI, 186); II. On Social Motives in School Life (*ib.*, Apr. 1914, p. 215); III. On Pestalozzi (*ib.*, May 1914, p. 251); IV. Comparison of Herbart and Froebel (*ib.*, pp. 255-256).

REPORT ON THE FAIRHOPE [ALABAMA] EXPERIMENT IN ORGANIC EDUCATION. *Survey*, 16 May 1914, XXXII, 199.

PSYCHOLOGICAL DOCTRINE AND PHILOSOPHICAL TEACHING. *Journal of Philosophy*, 10 Sept. 1914, XI, 505-511.

Read at the joint discussion of the American Philosophical and American Psychological Associations on "The Standpoint and Method of Psychology," New Haven, 30 Dec. 1913.

Reports in *Journal of Philosophy*, 12 Feb. 1914, XI, 88-89 (Melvin Everett Haggerty), and *Psychological Bulletin*, 15 Jan. 1914, XI, 37-38.

Summarized in *Philosophical Review*, Jan. 1915, XXIV, 120-121 (C. C. Church).

NATURE AND REASON IN LAW. *International Journal of Ethics*, Oct. 1914, XXV, 25-32.

Summarized in *Philosophical Review*, Jan. 1915, XXIV, 116 (A. J. Thomas).

Reprinted in *Characters and Events* (1929), II, 790-797.

A POLICY OF INDUSTRIAL EDUCATION. *New Republic*, 19 Dec. 1914, I, 11-12; *Manual Training*, Mar. 1915, XVI, 393-397.

1915

GERMAN PHILOSOPHY AND POLITICS. New York: Henry Holt and Company, 1915. 134 pp.

Contents. German Philosophy: the Two Worlds — German Moral and Political Philosophy — The Germanic Philosophy of History.

Three lectures delivered in Feb. 1915 on the John Calvin McNair Foundation at the University of North Carolina.

Reviewed in *Independent*, 5 July 1915, LXXXIII, 24-25; *International Journal of Ethics*, Oct. 1915, XXVI, 131-133 (James Hayden Tufts); *Journal of Philosophy*, 25 Nov. 1915, XII, 645-649 (George Santayana); *Mind*, Apr. 1916, N. S. XXV, 250-255 (Ferdinand Canning Scott Schiller); *Nation*, 29 July 1915, CI, 152-153; *New York Times*, 18 July 1915; *Philosophical Review*, Sept. 1915, XXIV, 540-545 (Frank Thilly); *Review of Reviews*, Aug. 1915, LII, 248-249; *Springfield Republican*, 10 June 1915.

See Dewey, "In Reply" (*New Republic*, 2 Oct. 1915); and "Traffic in Absolutes," (*ib.*, 17 July 1915), below.

THE SCHOOL AND SOCIETY. Revised edition. Chicago: The University of Chicago Press [1915]. xv, 164 pp.

Published also in England by the Cambridge University Press, 1915.

Contents. The School and Social Progress — The School and the Life of the Child — Waste in Education — The Psychology

of Elementary Education — Froebel's Educational Principles — The Psychology of Occupations — The Development of Attention — The Aim of History in Elementary Education.

For translations, see edition of 1900.

Reviewed in *Boston Transcript*, 25 Aug. 1915; *Elementary School Journal*, Oct. 1915, XVI, 67.

SCHOOLS OF TOMORROW, by John Dewey and Evelyn Dewey. New York: E. P. Dutton & Company [c1915]. 316 pp.

Published in London by J. M. Dent & Sons, Ltd., 1915.

Contents. Education as Natural Development — An Experiment in Education as Natural Development — Four Factors in Natural Growth — The Reorganization of the Curriculum — Play — Freedom and Individuality — The Relation of the School to the Community — The School as a Social Settlement — Industry and Educational Readjustment — Education Through Industry — Democracy and Education.

Spanish and Russian translations.

Reviewed in *Bookman*, Sept. 1915, XLII, 88-91 (Florence Finch Kelly); *Dial*, 15 Aug. 1915, LIX, 109-111 (Thomas Percival Beyer); *Independent*, 9 Aug. 1915, LXXXIII, 198; *Nation*, 9 Sept. 1915, CI, 326-327; *New Republic*, 26 June 1915, III, 210-211; *New York Times*, 15 Aug. 1915; *Outlook*, 11 Aug. 1915, CX, 875; *Quarterly Journal of the University of North Dakota*, Apr. 1916, VI, 272-275 (Adoniram Judson Ladd); *Review of Reviews*, Aug. 1915, LII, 248-249; *Survey*, 8 Jan. 1916, XXXV, 438 (Edward Caldwell Moore).

INTRODUCTORY ADDRESS. *Science*, 29 Jan. 1915, N. S. XLI, 147-151.

Delivered before the American Association of University Professors at the Chemists' Club, New York City, 1 Jan. 1915.

INDUSTRIAL EDUCATION — A WRONG KIND. *New Republic*, 20 Feb. 1915, II, 71-73.

On the Indiana law of 1913 for the promotion of vocational education.

STATE OR CITY CONTROL OF SCHOOLS? *New Republic*, 20 Mar. 1915, II, 178-180.

Conditions in New York City.

SPLITTING UP THE SCHOOL SYSTEM. *New Republic*, 17 Apr. 1915, II, 283-284.

In Chicago.

CONDITIONS AT THE UNIVERSITY OF UTAH. Letter in *Nation*, 6 May 1915, C, 491-492, and in *Science*, 7 May 1915, N. S. XLI, 685.

Signed by John Dewey, President of the American Association of University Professors; Arthur Oncken Lovejoy, Secretary; and Edwin Robert Anderson Seligman, Chairman of the Committee of Enquiry, 30 Apr. 1915.

EDUCATION *vs.* TRADE-TRAINING. Letter in *New Republic*, 15 May 1915, III, 42-43.

Reply to "Vocational Education," letter by David Snedden, *ib.*, pp. 40-42.

DR. DEWEY REPLIES. Letter in *New Republic*, 22 May 1915, III, 72.

Reply to "Parochial School Education," letter of Charles P. Megan, *ib.*, p. 72.

THE SUBJECT-MATTER OF METAPHYSICAL INQUIRY. *Journal of Philosophy*, 24 June 1915, XII, 337-345.

Apropos of Ralph Stayner Lillie, "The Philosophy of Biology: Vitalism *vs.* Mechanism," *Science*, 11 Dec. 1914, N. S. XL, 840-846.

THE EXISTENCE OF THE WORLD AS A PROBLEM. *Philosophical Review*, July 1915, XXIV, 357-370.

Comments on Bertrand Russell, *Our Knowledge of the External World as a Field for Scientific Method in Philosophy*.

Reprinted in *Essays in Experimental Logic* (1916), pp. 281-302.

"TRAFFIC IN ABSOLUTES." An Extract from John Dewey, with a Review by F[rancis] H[ackett] and a Footnote by Walter Lippmann. *New Republic*, 17 July 1915, III, 281-285.

The extract is from *German Philosophy and Politics* (1915), pp. 123-132.

THE LOGIC OF JUDGMENTS OF PRACTICE. I. Their Nature, II. Judgments of Value (*Journal of Philosophy*, 16 Sept. 1915, XII, 505-523); III. Sense-Perception as Knowledge (*ib.*, 30 Sept. 1915, pp. 533-543).

Reply by Ralph Barton Perry, "Dewey and Urban on Value Judgments," *ib.*, 29 Mar. 1917, XIV, 169-181. See Dewey's reply, "The Objects of Valuation" (*ib.*, 9 May 1918), below.

Reprinted in *Essays in Experimental Logic* (1916), pp. 335-442.

IN REPLY. Letter in *New Republic*, 2 Oct. 1915, IV, 236.

Reply to William Ernest Hocking, "Political Philosophy in Germany," comments on *German Philosophy and Politics* (1915), *ib.*, pp. 234-236.

PROFESSORIAL FREEDOM. Letter in *New York Times*, 22 Oct. 1915.

Protest against editorial in *New York Times*, 10 Oct. 1915, on the dismissal of Professor Scott Nearing from the University of Pennsylvania. Written as President of the American Association of University Professors.

Reprinted in *School and Society*, 6 Nov. 1915, II, 673, with the title "The Control of Universities."

ANNUAL ADDRESS OF THE PRESIDENT. *Bulletin of the American Association of University Professors*, Dec. 1915, I, 9-13.

Delivered 31 Dec. 1915 at Washington, D. C.

1916

DEMOCRACY AND EDUCATION. An Introduction to the Philosophy of Education. New York: The Macmillan Company, 1916. xii, 434 pp. (Text-Book Series in Education, edited by Paul Monroe.)

Contents. Education as a Necessity of Life—Education as a Social Function—Education as Direction—Education as Growth—Preparation, Unfolding, and Formal Discipline—Education as Conservative and Progressive—The Democratic Conception in Education—Aims in Education—Natural Development and Social Efficiency as Aims—Interest and Discipline—Experience and Thinking—Thinking in Education—The Nature of Method—The Nature of Subject Matter—Play and Work in the Curriculum—The Significance of Geography and History—Science in the Course of Study—Educational Values—Labor and Leisure—Intellectual and Practical Studies—Physical and Social Studies, Naturalism and Humanism—The Individual and the World—Vocational Aspects of Education—Philosophy of Education—Theories of Knowledge—Theories of Morals.

Translations. Japanese; Turkish by B. Avni with introduction by Mehmed Emin (1928).

Reviewed in *Boston Transcript*, 15 Apr. 1916; *Dial*, 15 Aug. 1916, LXI, 101-103 (Thomas Percival Beyer); *Elementary School Journal*, Sept. 1916, XVII, 13-17; *Independent*, 5 June

1916, LXXXVI, 401; *International Journal of Ethics*, July 1916, XXVI, 547-550 (Addison Webster Moore); *Journal of Philosophy*, 5 July 1917, XIV, 384-389 (Ernest Carroll Moore); *Nation*, 4 May 1916, CII, 480-481; *New Republic*, 1 July 1916, VII, 231 (W[alter] L[ippmann]); *Philosophical Review*, Sept. 1916, XXV, 735-741 (James Edwin Creighton); *Revue Philosophique*, Mar.-Apr. 1920, LXXXIX, 277-300 (André Lalande); *Springfield Republican*, 23 Apr. 1916; *Survey*, 26 Aug. 1916, XXXVI, 541-542.

See Denton Loring Geyer, "The Wavering Aim of Education in Dewey's Educational Philosophy," *Education*, Apr. 1917, XXXVII, 484-491.

ESSAYS IN EXPERIMENTAL LOGIC. Chicago: The University of Chicago Press [°1916]. vii, 444 pp.

Published in England by the Cambridge University Press, 1916.

The introductory chapter was written especially for this volume; chapters 2-5 are reprinted (with editorial revisions) from the author's *Studies in Logical Theory* (1903); "the other essays are in part reprinted and in part rewritten, with additions, from various contributions to philosophical periodicals."

Contents. Introduction — The Relationship of Thought and its Subject-Matter — The Antecedents and Stimuli of Thinking — Data and Meanings — The Objects of Thought — Some Stages of Logical Thought — The Logical Character of Ideas — The Control of Ideas by Facts — Naïve Realism *vs.* Presentative Realism — Epistemological Realism: the Alleged Ubiquity of the Knowledge Relation — The Existence of the World as a Logical Problem — What Pragmatism Means by Practical — An Added Note as to the "Practical" — The Logic of Judgments of Practice.

Reviewed in *Boston Transcript*, 26 July 1916; *Journal of Philosophy*, 26 Apr. 1917, XIV, 246-248 (Harold Chapman Brown); *New Republic*, 2 Sept. 1916, VIII, 118-119 (Morris Raphael

Cohen); *London Times Literary Supplement*, 11 Jan. 1917; *Mind*, Apr. 1917, N. S. XXVI, 217-222 (Alfred Sidgwick); *Philosophical Review*, July 1917, XXVI, 421-430 (Reinhold Friedrich Alfred Hoernlé); *School Review*, Dec. 1916, XXIV, 775 (Max Carl Otto).

See Harry Todd Costello, "Professor Dewey's 'Judgments of Practice,'" *Journal of Philosophy*, 12 Aug. 1920, XVII, 449-455; Bertrand Russell, "Professor Dewey's *Essays in Experimental Logic*," *ib.*, 2 Jan. 1919, XVI, 5-26; and Daniel Sommer Robinson, "An Alleged New Discovery in Logic," *ib.*, 26 Apr. 1917, XIV, 225-237, and Dewey's reply, "Concerning Novelties in Logic," *ib.*, pp. 237-245.

NATIONALIZING EDUCATION. *In National Education Association, Addresses and Proceedings*, 1916, pp. 183-189.

Delivered at the 54th Annual Meeting, Madison Square Garden, New York City, 7 July 1916.

Reprinted in *Journal of Education*, 2 Nov. 1916, LXXXIV, 425-428.

METHOD IN SCIENCE-TEACHING. *In National Education Association, Addresses and Proceedings*, 1916, pp. 729-734.

Delivered before the Science Section of the Association, New York City, 6 July 1916.

Reprinted in *General Science Quarterly*, Nov. 1916, I, 3-9; *Journal of the National Education Association*, Mar. 1917, I, 725-730.

FORCE, VIOLENCE, AND LAW. *New Republic*, 22 Jan. 1916, V, 295-297.

Reprinted in *The New Republic Book* (1916), pp. 52-57, and in *Characters and Events* (1929), II, 636-641.

ON UNDERSTANDING THE MIND OF GERMANY. *Atlantic Monthly*, Feb. 1916, CXVII, 251-262.

Reprinted in *Characters and Events* (1929), I, 130-148, with the title "The Mind of Germany."

THE NEED OF AN INDUSTRIAL EDUCATION IN AN INDUSTRIAL DEMOCRACY. *Manual Training*, Feb. 1916, XVII, 409-414.

Read 30 Dec. 1915 at George Washington University, Washington, D. C., at the Joint Session of Subsections 1, 2, 8 and 9 of Section IV (Education) of the Second Pan-American Scientific Congress.

Reprinted in *Proceedings of the Second Pan-American Scientific Congress* (Washington, 1917), Vol. IV, pp. 222-225.

ORGANIZATION IN AMERICAN EDUCATION. *Teachers College Record*, Mar. 1916, XVII, 127-141.

Address before the staff of Teachers College.

VOCATIONAL EDUCATION. *New Republic*, 11 Mar. 1916, VI, 159-160.

Review of John Augustus Lapp and Carl Henry Mote, *Learning to Earn*.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. Letter in *Nation*, 30 Mar. 1916, CII, 357.

Reply to letter of "A Looker-On in Babylon," *Educational Review*, Mar. 1916, LI, 310-313.

PROGRESS. *International Journal of Ethics*, Apr. 1916, XXVI, 311-322.

Summarized in *Current Opinion*, June 1916, LX, 419-420.

Reprinted in *Characters and Events* (1929), II, 820-830.

FORCE AND COERCION. *International Journal of Ethics*, Apr. 1916, XXVI, 359-367.

Reprinted in *Characters and Events* (1929), II, 782-789.

OUR EDUCATIONAL IDEAL IN WARTIME. *New Republic*, 15 Apr. 1916, VI, 283-284.

Reprinted in *Characters and Events* (1929), II, 493-497, with the title "Our Educational Ideal."

UNIVERSAL SERVICE AS EDUCATION. *New Republic*, 22 and 29 Apr. 1916, VI, 309-310, 334-335.

Reprinted in *Characters and Events* (1929), II, 465-473.

VOLUNTARISM IN THE ROYCEAN PHILOSOPHY. *Philosophical Review*, May 1916, XXV, 245-254.

Reprinted in *Papers in Honor of Josiah Royce on His Sixtieth Birthday* [n. p., n. d.], pp. 17-26.

THE SCHOOLS AND SOCIAL PREPAREDNESS. *New Republic*, 6 May 1916, VII, 15-16.

Reprinted in *Characters and Events* (1929), II, 474-478.

AMERICAN EDUCATION AND CULTURE. *New Republic*, 1 July 1916, VII, 215-216.

Reprinted in *The New Republic Book* (1916), pp. 232-237; in *Essays Toward Truth: Studies in Orientation*, Selected by Kenneth Allan Robinson, William Benfield Pressey and James Dow McCallum (New York [c1924]), pp. 65-71; and in *Characters and Events* (1929), II, 498-503.

PROFESSIONAL ORGANIZATION OF TEACHERS. *American Teacher*, Sept. 1916, V, 99-101.

From an address delivered at a mass meeting called by the American Federation of Teachers during the National Education Association convention, New York City, 6 July 1916.

THE HUGHES CAMPAIGN. *New Republic*, 28 Oct. 1916, VIII, 319-321.

THE TRAGEDY OF THE GERMAN SOUL. *New Republic*, 9 Dec. 1916, IX, 155-156.

Review of George Santayana, *Egotism in German Philosophy*.

THE PRAGMATISM OF PEIRCE. *Journal of Philosophy*, 21 Dec. 1916, XIII, 709-715.

Reprinted in Charles Santiago Sanders Peirce, *Chance, Love and Logic*, edited by Morris Raphael Cohen (New York, 1923), pp. 301-308. See Dewey's review of this book, *New Republic*, 25 June 1924.

1917

ENLISTMENT FOR THE FARM. New York: Division of Intelligence and Publicity of Columbia University, 1917. 10 pp. (Columbia War Papers, Ser. I, No. 1.)

PROSPECTIVE ELEMENTARY EDUCATION. In Louis Win Rapeer, *Teaching Elementary School Subjects* (New York: Charles Scribner's Sons [c1917]), pp. 552-569.

THE NEED FOR A RECOVERY OF PHILOSOPHY. In *Creative Intelligence, Essays in the Pragmatic Attitude*, by John Dewey, Addison Webster Moore, Harold Chapman Brown, George Herbert Mead, Boyd Henry Bode, Henry Waldgrave Stuart, James Hayden Tufts, Horace Meyer Kallen (New York: Henry Holt and Company [c1917]), pp. 3-69.

Reviewed in *Bookman*, Apr. 1917, XLV, 181-182 (Florence Finch Kelly); *Catholic World*, June 1917, CV, 393; *Dial*, 19 Apr. 1917, LXII, 348-352 (Max Carl Otto); *Journal of Philosophy*, 14 Mar. 1918, XV, 149-157 (Delton Thomas Howard); *Mind*, Oct.

1917, N. S. XXVI, 466-474 (Ferdinand Canning Scott Schiller); *New York Times*, 15 Apr. 1917; *Philosophical Review*, Mar. 1919, XXVIII, 200-208 (Katherine Everett Gilbert); *Springfield Republican*, 3 Feb. and 19 Aug. 1917; *Survey*, 15 Dec. 1917, XXXIX, 326 (John Collier).

See Wendell T. Bush, "Constructive Intelligence," *Journal of Philosophy*, 13 Sept. 1917, XIV, 505-520.

ILL ADVISED. Letter in *American Teacher*, Feb. 1917, VI, 31.

Regarding a resolution adopted by the American Federation of Teachers at Chicago, as printed in the *American Teacher*, Jan. 1917, VI, 16.

EXPERIMENT IN EDUCATION. *New Republic*, 3 Feb. 1917, X, 15-16.

THE CONCEPT OF THE NEUTRAL IN RECENT EPISTEMOLOGY. *Journal of Philosophy*, 15 Mar. 1917, XIV, 161-163.

LEARNING TO EARN: THE PLACE OF VOCATIONAL EDUCATION IN A COMPREHENSIVE SCHEME OF PUBLIC EDUCATION. *School and Society*, 24 Mar. 1917, V, 331-335. Address at the annual meeting of the Public Education Association, Hotel Biltmore, New York, 20 Feb. 1917.

CURRENT TENDENCIES IN EDUCATION. *Dial*, 5 Apr. 1917, LXII, 287-289.

FEDERAL AID TO ELEMENTARY EDUCATION. *Child Labor Bulletin*, May 1917, VI, 61-66.

Address at the 13th Annual Conference on Child Labor at Baltimore in Mar. 1917.

IN A TIME OF NATIONAL HESITATION. *Seven Arts Magazine*, May 1917, II, 3-7.

Reprinted in *Characters and Events* (1929), II, 443-446, with the title "The Emergence of a New World."

THE NEED FOR SOCIAL PSYCHOLOGY. *Psychological Review*, July 1917, XXIV, 266-277.

Address delivered on the occasion of the celebration of the twenty-fifth anniversary of the American Psychological Association, New York, 28 Dec. 1916.

Reprinted in *Characters and Events* (1929), II, 709-720, with the title "Social Psychology and Social Progress."

H. G. WELLS, THEOLOGICAL ASSEMBLER. *Seven Arts Magazine*, July 1917, II, 334-339.

Comments on Herbert George Wells, *God, the Invisible King*.

Reprinted in *Characters and Events* (1929), I, 78-82.

CONSCIENCE AND COMPULSION. *New Republic*, 14 July 1917, XI, 297-298.

Reprinted in *Characters and Events* (1929), II, 576-580.

THE FUTURE OF PACIFISM. *New Republic*, 28 July 1917, XI, 358-360.

Replies by David Starr Jordan, "An Appraisal of War Purposes," *ib.*, 25 Aug. 1917, XII, 104-105, and Robert Morss Lovett, "A Task for Pacifists," *ib.*, pp. 106-107.

Reprinted in *Characters and Events* (1929), II, 581-586.

WHAT AMERICA WILL FIGHT FOR. *New Republic*, 18 Aug. 1917, XII, 68-69.

Editorial reply, "'Motivation' of the War," in *New York Evening Post*, 20 Aug. 1917.

Reprinted in *Characters and Events* (1929), II, 561-565, with the title "America and War."

DUALITY AND DUALISM. *Journal of Philosophy*, 30 Aug. 1917, XIV, 491-493.

Comment on Durant Drake, "What Kind of Realism?" *ib.*, 14 Mar. 1912, IX, 149-154, and "A Cul-de-Sac for Realism," *ib.*, 5 July 1917, XIV, 365-373. Reply by Drake, "Dr. Dewey's Duality and Dualism," *ib.*, 22 Nov. 1917, pp. 660-663.

CONSCRIPTION OF THOUGHT. *New Republic*, 1 Sept. 1917, XII, 128-130.

Reprinted in *Characters and Events* (1929), II, 566-570.

WAR ACTIVITIES FOR CIVILIANS. *New Republic*, 1 Sept. 1917, XII, 139-140.

Review of *National Service Handbook*.

FIAT JUSTITIA, RUAT COELUM. *New Republic*, 29 Sept. 1917, XII, 237-238.

Reprinted in *Characters and Events* (1929), II, 592-595.

THE PRINCIPLE OF NATIONALITY. *Menorah Journal*, Oct. 1917, III, 203-208.

Comment in *New York Evening Post*, 12 Oct. 1917.

[STATEMENT.] *New York Times*, 9 Oct. 1917.

On the resignation of Charles Austin Beard as Professor of Politics in Columbia University.

IN EXPLANATION OF OUR LAPSE. *New Republic*, 3 Nov. 1917, XIII, 17-18.

Regarding the exclusion of the *New York Call* and *Vorwaerts* from the mails.

Reprinted in *Characters and Events* (1929), II, 571-575.

THE CASE OF THE PROFESSOR AND THE PUBLIC INTEREST. *Dial*, 8 Nov. 1917, LXIII, 435-437.

Comment on recent academic events at the University of Minnesota and at Columbia University.

DEMOCRACY AND LOYALTY IN THE SCHOOLS. *New York Evening Post*, 19 Dec. 1917; *American Teacher*, Jan. 1918, VII, 8-10.

Address delivered 15 Dec. 1917 at a meeting at the De Witt Clinton High School, New York City, called by the Teachers' Union to consider the cases of three teachers suspended from the school on charges of holding views "subversive of discipline."

PUBLIC EDUCATION ON TRIAL. *New Republic*, 29 Dec. 1917, XIII, 245-247.

In New York City; see preceding item.

1918

EDUCATION FOR DEMOCRACY. [n. p., n. d.] 2 pp.

Address delivered at the Detroit, Michigan, Open Forum, 3 Feb. 1918.

THE MOTIVATION OF HOBBS'S POLITICAL PHILOSOPHY. In *Studies in the History of Ideas*, by the Department of Philosophy of Columbia University, Vol. I (New York: Columbia University Press, 1918), pp. 88-115.

Reviewed in *Dial*, 19 Sept. 1918, LXV, 218-219; *Philosophical Review*, Mar. 1919, XXVIII, 213-216 (Joseph Alexander Leighton); *Revue de Métaphysique et de Morale*, XXIX (Sup. to Jan.-Mar. 1922, pp. 12-13).

VOCATIONAL EDUCATION IN THE LIGHT OF THE WORLD WAR. [Chicago, 1918.] 10 pp. (Vocational Education Association of the Middle West, *Bulletin No. 4*, Jan. 1918.)

Read at their convention in Chicago, 25 Jan. 1918.

INTRODUCTORY WORD. *In* Frederick Matthias Alexander, *Man's Supreme Inheritance* (New York: E. P. Dutton & Co. [c1918]), pp. xiii-xvii.

See Dewey's "Reply to a Reviewer" (*New Republic*, 11 May 1918), below.

CONCERNING ALLEGED IMMEDIATE KNOWLEDGE OF MIND. *Journal of Philosophy*, 17 Jan. 1918, XV, 29-35.

AMERICA IN THE WORLD. *Nation*, 14 Mar. 1918, CVI, 287.

From an address delivered at Smith College, 22 Feb. 1918.

Reprinted in *Characters and Events* (1929), II, 642-644, with the title "America and the World."

MORALS AND THE CONDUCT OF STATESMEN. *New Republic*, 23 Mar. 1918, XIV, 232-234.

Reply to Salmon Oliver Levinson, "The Legal Status of War," *New Republic*, 9 Mar. 1918, XIV, 171-173.

See Walter Lippmann, "'The Outlawry of War,'" *Atlantic Monthly*, Aug. 1923, CXXXII, 245-253, and Dewey's four articles on this subject: "Political Combination or Legal Co-operation?" (*New Republic*, 21 Mar. 1923); "If War Were Outlawed" (*ib.*, 25 Apr. 1923); "What Outlawry of War Is Not" (*ib.*, 3 Oct. 1923); "War and a Code of Law" (*ib.*, 24 Oct. 1923), below.

Reprinted in *Characters and Events* (1929), II, 645-649.

INTERNAL SOCIAL REORGANIZATION AFTER THE WAR. *Journal of Race Development*, Apr. 1918, VIII, 385-400.

Reprinted in *Characters and Events* (1929), II, 745-759, with the title "Elements of Social Reorganization."

A NEW SOCIAL SCIENCE. *New Republic*, 6 Apr. 1918, XIV, 292-294.

Reprinted in *Characters and Events* (1929), II, 733-738, with the title "The New Social Science."

EDUCATION AND SOCIAL DIRECTION. *Dial*, 11 Apr. 1918, LXIV, 333-335.

POLITICAL SCIENCE AS A RECLUSE. *New Republic*, 27 Apr. 1918, XIV, 383-384.

Reprinted in *Characters and Events* (1929), II, 728-732.

THE OBJECTS OF VALUATION. *Journal of Philosophy*, 9 May 1918, XV, 253-258.

Reply to Ralph Barton Perry, "Dewey and Urban on Value Judgments," *ib.*, 29 Mar. 1917, XIV, 169-181, and Wendell T. Bush, "Value and Causality," *ib.*, 14 Feb. 1918, XV, 85-96. See Dewey, "The Logic of Judgments of Practice" (*ib.*, 16 and 30 Sept. 1915), above.

REPLY TO A REVIEWER. Letter in *New Republic*, 11 May 1918, XV, 55.

Reply to R. B.'s review of Frederick Matthias Alexander, *Man's Supreme Inheritance*, *New Republic*, 4 May 1918, XV, 28-29.

WHAT ARE WE FIGHTING FOR? *Independent*, 22 June 1918, XCIV, 474, 480-483.

On America's aims and ideals in the war.

Reprinted in *Characters and Events* (1929), II, 551-560, with the title "The Social Possibilities of War."

AUTOCRACY UNDER COVER. *New Republic*, 24 Aug. 1918, XVI, 103-106.

Nationalism in Poland.

THE APPROACH TO A LEAGUE OF NATIONS. *Dial*, 2 Nov. 1918, LXV, 341-342.

Reprinted in *Characters and Events* (1929), II, 602-605.

CREATIVE INDUSTRY. *New Republic*, 2 Nov. 1918, XVII, 20-23.

Review of Helen Marot, *Creative Impulse in Industry*.

THE CULT OF IRRATIONALITY. *New Republic*, 9 Nov. 1918, XVII, 34-35.

Reprinted in *Characters and Events* (1929), II, 587-591.

THE LEAGUE OF NATIONS AND THE NEW DIPLOMACY. *Dial*, 16 Nov. 1918, LXV, 401-403.

Reprinted in *Characters and Events* (1929), II, 606-609.

THE FOURTEEN POINTS AND THE LEAGUE OF NATIONS. *Dial*, 30 Nov. 1918, LXV, 463-464.

THE POST-WAR MIND. *New Republic*, 7 Dec. 1918, XVII, 157-159.

Reprinted in *Characters and Events* (1929), II, 596-601.

A LEAGUE OF NATIONS AND ECONOMIC FREEDOM. *Dial*, 14 Dec. 1918, LXV, 537-539.

Reprinted in *Characters and Events* (1929), II, 610-614.

THE NEW PATERNALISM. *New Republic*, 21 Dec. 1918, XVII, 216-217.

Intellectual paternalism stimulated by the war.

Reprinted in *Characters and Events* (1929), II, 517-521, with the title "Propaganda."

1919

THE PSYCHOLOGY OF DRAWING — IMAGINATION AND EXPRESSION — CULTURE AND INDUSTRY IN EDUCATION. New York: Teachers College, Columbia University, 1919. 18 pp. (Teachers College Bulletin, Ser. 10, No. 10, 1 Mar. 1919.)

Reprints of three articles, collected by Professor Patty Smith Hill.

PHILOSOPHY AND DEMOCRACY. *University [of California] Chronicle*, Jan. 1919, XXI, 39-54.

Address before the Philosophical Union of the University of California, 29 Nov. 1918.

Reprinted in *Characters and Events* (1929), II, 841-855.

THEODORE ROOSEVELT. *Dial*, 8 Feb. 1919, LXVI, 115-117.

Reprinted in *Characters and Events* (1929), I, 87-94.

REVIEW of Robert Mark Wenley, *Life and Work of George Sylvester Morris*. *Philosophical Review*, Mar. 1919, XXVIII, 212-213.

JAPAN AND AMERICA. *Dial*, 17 May 1919, LXVI, 501-503.

DEWEY'S LECTURES IN JAPAN. *Journal of Philosophy*, 19 June 1919, XVI, 357-364.

Outlines of eight lectures on "Problems of Philosophic Reconstruction," delivered at the Imperial University at Tokyo in Feb. and Mar. 1919. These lectures were published as *Reconstruction in Philosophy* (1920), q. v.

ON TWO SIDES OF THE EASTERN SEA. *New Republic*, 16 July 1919, XIX, 346-348.

Dated, Nanking, May 28.

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 3-9, and in *Characters and Events* (1929), I, 170-176.

THE STUDENT REVOLT IN CHINA. *New Republic*, 6 Aug. 1919, XX, 16-18.

Dated, Peking, June 24.

THE INTERNATIONAL DUEL IN CHINA. *New Republic*, 27 Aug. 1919, XX, 110-112.

Dated, Peking, July 8.

MILITARISM IN CHINA. *New Republic*, 10 Sept. 1919, XX, 167-169.

Dated, Peking, July 28.

LIBERALISM IN JAPAN. I. The Intellectual Preparation (*Dial*, 4 Oct. 1919, LXVII, 283-285); II. The Economic Factor (*ib.*, 18 Oct. 1919, pp. 333-337); III. The Chief Foe (*ib.*, 1 Nov. 1919, pp. 369-371).

Reprinted in *Characters and Events* (1929), I, 149-169.

THE DISCREDITING OF IDEALISM. *New Republic*, 8 Oct. 1919, XX, 285-287.

Reprinted in *Characters and Events* (1929), II, 629-635, with the title "Force and Ideals."

TRANSFORMING THE MIND OF CHINA. *Asia*, Nov. 1919, XIX, 1103-1108.

Reprinted in *Characters and Events* (1929), I, 285-295.

CHINESE NATIONAL SENTIMENT. *Asia*, Dec. 1919, XIX, 1237-1242.

Reprinted in *Characters and Events* (1929), I, 222-236, with the title "The Growth of Chinese National Sentiment."

THE AMERICAN OPPORTUNITY IN CHINA. *New Republic*, 3 Dec. 1919, XXI, 14-17.

Dated, Peking, Sept. 12.

Reprinted in *Characters and Events* (1929), I, 296-303, with the title "America and China."

OUR SHARE IN DRUGGING CHINA. *New Republic*, 24 Dec. 1919, XXI, 114-117.

Dated, Peking, Oct. 6.

1920

RECONSTRUCTION IN PHILOSOPHY. New York: Henry Holt and Company, 1920. vii, 224 pp.

Published in London by the University of London Press, 1921.

Lectures delivered at the Imperial University of Japan, in Tokyo, during Feb. and Mar. 1919. See "Dewey's Lectures in Japan" (*Journal of Philosophy*, 19 June 1919), above.

Contents. Changing Conceptions of Philosophy — Some Historical Factors in Philosophical Reconstruction — The Scientific Factor in Reconstruction of Philosophy — Changed Conceptions of Experience and Reason — Changed Conceptions of the Ideal and the Real — The Significance of Logical Reconstruction — Reconstruction in Moral Conceptions — Reconstruction as Affecting Social Philosophy.

Translations. Bohemian by Josef Schützner (Prague, 1929); Chinese; Japanese.

Reviewed in *Dial*, Apr. 1921, LXX, 454-457 (Ralph Barton Perry); *Freeman*, 20 Apr. 1921, III, 140-141 (Horace Meyer Kallen); *Grinnell Review*, Mar. 1921, XVI, 378 (Clara Millerd Smertenko); *Nation*, 8 Dec. 1920, CXI, 658-660 (Boyd Henry Bode); *New York Evening Post Literary Review*, 13 Nov. 1920 (Arthur S. McDowall); *Philosophical Review*, Sept. 1921, XXX, 519-523 (George Plimpton Adams); *Revue de Métaphysique*

et de Morale, XXX (Sup. to Jan.-Mar. 1923, pp. 10-11); *Springfield Republican*, 20 Jan. 1921.

See Wilmon Henry Sheldon, "Professor Dewey, the Protagonist of Democracy," *Journal of Philosophy*, 9 June 1921, XVIII, 309-320; and Victor S. Yarros, "What Are the Problems of Philosophy? — Taking Stock." *Open Court*, Oct. 1923, XXXVII, 596-604.

LETTERS FROM CHINA AND JAPAN, by John Dewey and Alice Chipman Dewey. Edited by Evelyn Dewey. New York: E. P. Dutton Company [c1920]. vi, 311 pp.

Published in London by J. M. Dent & Sons, Ltd. [1920].

Reviewed in *Bookman*, Aug. 1920, LI, 631 (Raymond Melbourne Weaver); *Freeman*, 14 July 1920, I, 429-430; *Nation*, 24 July 1920, CXI, 103-104 (Irita Van Doren); *New York Evening Post Literary Review*, 5 June 1920 (John William Robertson Scott); *New York Times*, 30 May 1920 (Maurice Francis Egan); *Outlook*, 9 June 1920, CXXV, 281.

[DEWEY'S SPEECHES IN FUKIEN. Fukien: Board of Education, 1920.] 126 pp.

In Chinese.

[FIVE LECTURES OF DEWEY. Peking: Morning Post, 1920.]

In Chinese.

THE SEQUEL OF THE STUDENT REVOLT. *New Republic*, 25 Feb. 1920, XXI, 380-382.

The Sino-Japanese fracas in Foochow.

SHANTUNG, AS SEEN FROM WITHIN. *New Republic*, 3 Mar. 1920, XXII, 12-17.

Dated, Peking, Jan. 5.

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 9-21.

OUR NATIONAL DILEMMA. *New Republic*, 24 Mar. 1920, XXII, 117-118.

Reprinted in *Characters and Events* (1929), II, 615-619.

THE NEW LEAVEN IN CHINESE POLITICS. *Asia*, Apr. 1920, XX, 267-272.

Reprinted in *Characters and Events* (1929), I, 244-254, with the title "Justice and Law in China."

WHAT HOLDS CHINA BACK. *Asia*, May 1920, XX, 373-377.

Reprinted in *Characters and Events* (1929), I, 211-221, with the title "Chinese Social Habits."

FREEDOM OF THOUGHT AND WORK. *New Republic*, 5 May 1920, XXII, 316-317.

Reprinted in *Characters and Events* (1929), II, 522-525.

AMERICANISM AND LOCALISM. *Dial*, June 1920, LXVIII, 684-688.

Reprinted in *Characters and Events* (1929), II, 537-541.

CHINA'S NIGHTMARE. *New Republic*, 30 June 1920, XXIII, 145-147.

Reprinted in *Characters and Events* (1929), I, 193-198.

HOW REACTION HELPS. *New Republic*, 1 Sept. 1920, XXIV, 21-22.

Reprinted in *Characters and Events* (1929), II, 815-819.

A POLITICAL UPHEAVAL IN CHINA. *New Republic*, 6 Oct. 1920, XXIV, 142-144.

Reprinted in *Millard's Review of the Far East*, 4 Dec. 1920,

XV, 9-10, and in *China, Japan and the U. S. A.* (1921), pp. 27-32.

INDUSTRIAL CHINA. *New Republic*, 8 Dec. 1920, XXV, 39-41.

Reprinted in *Impressions of Soviet Russia* (1929), pp. 237-251.

1921

AIMS AND IDEALS OF EDUCATION. I. [Nature of Aims and Ideals]; II. The Relation of Aims and Ideals to Existent Facts; III. Growth as an Aim and Ideal. In *Encyclopedia and Dictionary of Education*, edited by Foster Watson, Vol. I (London, 1921), pp. 32-34.

Reprinted in *Ideals, Aims and Methods of Education*, by John Dewey [and others] (London, 1922), pp. 1-9.

CHINA, JAPAN AND THE U. S. A. Present-Day Conditions in the Far East and their Bearing on the Washington Conference. New York: Republic Publishing Co., Inc., 1921. 64 pp. (New Republic Pamphlet No. 1.)

Contents. On Two Sides of the Eastern Seas — Shantung as Seen from Within — Hinterlands in China — A Political Upheaval in China — Divided China — Federalism in China — A Parting of the Ways for America.

Reprinted from the *New Republic*.

THE ALEXANDER-DEWEY ARITHMETIC, by Georgia Alexander. Edited by John Dewey. New York: Longmans, Green and Co., 1921. 3 vols.

VOL. I, Elementary Book — VOL. II, Intermediate Book — VOL. III, Advanced Book.

FIRST INTRODUCTION. In Scudder Klyce, *Universe*; with three Introductions, by David Starr Jordan, John

Dewey and Morris Llewellyn Cooke (Winchester, Mass.: S. Klyce, 1921), pp. iii-v.

RACIAL PREJUDICE AND FRICTION. *Chinese Social and Political Science Review*, VI [1921], 1-17.

Paper read before the Chinese Social and Political Science Association in Peking.

IS CHINA A NATION? *New Republic*, 12 Jan. 1921, XXV, 187-190.

Reprinted in *Impressions of Soviet Russia* (1929), pp. 252-270; and in *Characters and Events* (1929), I, 237-243, with the title "Conditions for China's Nationhood."

THE SIBERIAN REPUBLIC. *New Republic*, 19 Jan. 1921, XXV, 220-223.

Reprinted in *Characters and Events* (1929), I, 185-192.

SOCIAL ABSOLUTISM. *New Republic*, 9 Feb. 1921, XXV, 315-318.

Reprinted in *Characters and Events* (1929), II, 721-727.

THE FAR EASTERN DEADLOCK. *New Republic*, 16 Mar. 1921, XXVI, 71-74.

THE CONSORTIUM IN CHINA. *New Republic*, 13 Apr. 1921, XXVI, 178-180.

OLD CHINA AND NEW. *Asia*, May 1921, XXI, 445-450, 454, 456.

Reprinted in *Characters and Events* (1929), I, 255-269, with the title "Young China and Old."

NEW CULTURE IN CHINA. *Asia*, July 1921, XXI, 581-586, 642.

Reprinted in *Characters and Events* (1929), I, 270-284.

HINTERLANDS IN CHINA. *New Republic*, 6 July 1921, XXVII, 162-165.

Dated, Peking, May 24.

Reply by Dora Winifred Black [now Mrs. Bertrand Russell], "American Policy in China," *ib.*, 2 Nov. 1921, XXVIII, 297, and rejoinder by Dewey, *ib.*

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 21-27.

DIVIDED CHINA. I. (*New Republic*, 20 July 1921, XXVII, 212-215); II. (*Ib.*, 27 July 1921, pp. 235-237).

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 33-44.

SHANTUNG AGAIN. *New Republic*, 28 Sept. 1921, XXVIII, 123-126.

TENTH ANNIVERSARY OF THE REPUBLIC OF CHINA, A MESSAGE. *China Review*, Oct. 1921, I, 171.

FEDERALISM IN CHINA. *New Republic*, 12 Oct. 1921, XXVIII, 176-178.

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 44-50.

CHINA AND DISARMAMENT. *Chinese Students' Monthly*, Nov. 1921, XVII, 16-17.

THE PARTING OF THE WAYS FOR AMERICA. I. (*New Republic*, 2 Nov. 1921, XXVIII, 283-286); II. (*Ib.*, 9 Nov. 1921, pp. 315-317).

Reprinted in *China, Japan and the U. S. A.* (1921), pp. 51-64.

THE ISSUES AT WASHINGTON. I. Causes of International Friction (*Baltimore Sun*, 14 Nov. 1921); II. The Anglo-Japanese Alliance and the United States (*ib.*, 15 Nov.

1921); III. China's Interest (*ib.*, 16 Nov. 1921); IV. Suggested Measures (*ib.*, 17 Nov. 1921).

PUBLIC OPINION IN JAPAN. *New Republic*, 16 Nov. 1921, XXVIII (Sup. to No. 363, pp. 15-18).

Reprinted in *Characters and Events* (1929), I, 177-184, with the title "Japan Revisited: Two Years Later."

SHREWD TACTICS ARE SHOWN IN CHINESE PLEA. *Baltimore Sun*, 18 Nov. 1921.

FOUR PRINCIPLES FOR CHINA REGARDED AS BUT FRAMEWORK. *Baltimore Sun*, 23 Nov. 1921.

CLASSICISM AS AN EVANGEL. *Journal of Philosophy*, 24 Nov. 1921, XVIII, 664-666.

UNDERGROUND BURROWS MUST BE DUG OPEN. Success or Failure of U. S. Policies Depends on Adequate Demand for Publicity. *Baltimore Sun*, 29 Nov. 1921.

ANGLES OF SHANTUNG QUESTION. *Baltimore Sun*, 5 Dec. 1921.

THE CONFERENCE AND A HAPPY ENDING. *New Republic*, 7 Dec. 1921, XXIX, 37-39.

CHINESE RESIGNATION SEEMS UNSPORTSMANLIKE TO AMERICANS BUT A MATTER OF HABIT WITH THEM. *Baltimore Sun*, 9 Dec. 1921.

THREE RESULTS OF TREATY. *Baltimore Sun*, 11 Dec. 1921.

A FEW SECOND THOUGHTS ON FOUR-POWER PACT. *Baltimore Sun*, 17 Dec. 1921.

EDUCATION BY HENRY ADAMS. *New Republic*, 21 Dec. 1921, XXIX, 102-103.

On the appropriateness of some passages in *The Education of Henry Adams* for the Washington Conference.

1922

HUMAN NATURE AND CONDUCT. An Introduction to Social Psychology. New York: Henry Holt and Company, 1922. vii, 336 pp.

Published in London by G. Allen & Unwin, 1922.

Three lectures delivered in the spring of 1918 on the West Memorial Foundation at Leland Stanford, Jr., University, rewritten and considerably expanded, with an introduction and conclusion added.

Contents. Introduction. Part I, The Place of Habit in Conduct: Habits as Social Functions — Habits and Will — Character and Conduct — Custom and Habit — Custom and Morality — Habit and Social Psychology. Part II, The Place of Impulse in Conduct: Impulses and Change of Habits — Plasticity of Impulse — Changing Human Nature — Impulse and Conflict of Habits — Classification of Instincts — No Separate Instincts — Impulse and Thought. Part III, The Place of Intelligence in Conduct: Habit and Intelligence — The Psychology of Thinking — The Nature of Deliberation — Deliberation and Calculation — The Uniqueness of Good — The Nature of Aims — The Nature of Principles — Desire and Intelligence — The Present and Future. Part IV, Conclusion: The Good of Activity — Morals Are Human — What Is Freedom? — Morality Is Social.

Reviewed in *American Review*, May-June 1923, I, 360-364 (Morris Raphael Cohen); *Boston Transcript*, 18 Mar. 1922; *Dial*, May 1922, LXXII, 514-516 (James Harvey Robinson); *International Journal of Ethics*, Oct. 1922, XXXIII, 108-109

(C. F. T.); *Journal of Philosophy*, 17 Aug. 1922, XIX, 469-475 (Clarence Edwin Ayres); *London Times Literary Supplement*, 15 June 1922; *Mind*, Jan. 1923, N. S. XXXII, 79-86 (G. C. Field); *New York Evening Post Literary Review*, 3 June 1922 (Abraham Aaron Roback); *Nation*, 5 July 1922, CXV, 20-21 (Matthew Thompson McClure); *New Republic*, 24 May 1922, XXX, 379-382 (Horace Meyer Kallen); *New York Times*, 8 Oct. 1922 (Austin Hay); *Philosophical Review*, Mar. 1923, XXXII, 182-197 (James Seth); *Quarterly Journal of the University of North Dakota*, Nov. 1924, XV, 77-80 (John Morris Gillette); *Survey*, 15 Apr. 1922, XLVIII, 81 (J[oseph] K[inmont] H[art]); *Yale Review*, Jan. 1923, N. S. XII, 407-410 (Harry Todd Costello).

See George Plimpton Adams, "Activity and Objects in Dewey's *Human Nature and Conduct*," *Journal of Philosophy*, 25 Oct. 1923, XX, 596-603; William McDougall, "Can Sociology and Social Psychology Dispense with Instincts?" *American Journal of Sociology*, May 1924, XXIX, 657-670; discussion by L. L. Bernard, *ib.*, 670-673; and Victor S. Yarros, "Social Ideals and Human Nature," *Open Court*, Oct. 1922, XXXVI, 586-593.

IDEALS, AIMS, AND METHODS IN EDUCATION. By John Dewey [and others]. London: Sir Isaac Pitman & Sons, Ltd., 1922. 110 pp. (The New Educator's Library.)

Section I, "Aims and Ideals of Education," pp. 1-9, by Dewey.

SYLLABUS FOR PHILOSOPHY 191-192, Types of Philosophic Thought, Columbia University, 1922-1923. [New York, 1922?] 67 multigraphed leaves.

Copies in the Columbiana collection, Columbia University Library.

AS THE CHINESE THINK. *Asia*, Jan. 1922, XXII, 7-10, 78-79.

Reprinted in *Characters and Events* (1929), I, 199-210, with the title "The Chinese Philosophy of Life."

AN ANALYSIS OF REFLECTIVE THOUGHT. *Journal of Philosophy*, 19 Jan. 1922, XIX, 29-38.

AMERICA AND CHINESE EDUCATION. *New Republic*, 1 Mar. 1922, XXX, 15-17.

Reprinted in *Characters and Events* (1929), I, 303-309, with the title "America and China."

PRAGMATIC AMERICA. *New Republic*, 12 Apr. 1922, XXX, 185-187.

Reprinted in *Characters and Events* (1929), II, 542-547.

REVIEW of Walter Lippmann, *Public Opinion*. *New Republic*, 3 May 1922, XXX, 286-288.

THE AMERICAN INTELLECTUAL FRONTIER. *New Republic*, 10 May 1922, XXX, 303-305.

Reprinted in *Characters and Events* (1929), II, 447-452.

MIND IN THE MAKING. Letter in *New Republic*, 7 June 1922, XXXI, 48.

Regarding "Liberalism and Irrationalism," editorial on James Harvey Robinson, *The Mind in the Making*, *ib.*, 17 May 1922, XXX, 333-334.

Dewey's letter is accompanied by editorial comment.

REALISM WITHOUT MONISM OR DUALISM. I. Knowledge Involving the Past (*Journal of Philosophy*, 8 June 1922, XIX, 309-317); II. (*Ib.*, 22 June 1922, pp. 351-361].

Reply to Arthur Oncken Lovejoy, "Pragmatism vs. the Pragmatist," in *Essays in Critical Realism* (1920), pp. 35-81.

Replies by Lovejoy, "Time, Meaning, and Transcendence: I. The Alleged Futurity of Yesterday" (*Journal of Philosophy*, 14 Sept. 1922, XIX, 505-515); "II. Professor Dewey's *Tertium Quid*" (*ib.*, 28 Sept. 1922, XIX, 533-541); and Sterling Power Lamprecht, "A Note on Professor Dewey's Theory of Knowledge," *ib.*, 30 Aug. 1923, XX, 488-494.

See Dewey, "Some Comments on Philosophical Discussion" (*ib.*, 10 Apr. 1924), below.

VALUATION AND EXPERIMENTAL KNOWLEDGE. *Philosophical Review*, July 1922, XXXI, 325-351.

Reply by David Wight Prall, "In Defense of a *Worthless* Theory of Value," *Journal of Philosophy*, 1 Mar. 1923, XX, 128-137.

See Dewey, "Values, Liking, and Thought" (*ib.*, 8 Nov. 1923), below.

NOTABLES AND COMMON PEOPLE. *New Republic*, 2 Aug. 1922, XXXI, 285-286.

Review of Charles Hitchcock Sherrill, *Prime Ministers and Presidents*, and Frazier Hunt, *The Rising Temper of the East*.

EVENTS AND MEANINGS. *New Republic*, 30 Aug. 1922, XXXII, 9-10.

Reprinted in *Characters and Events* (1929), I, 125-129.

EDUCATION AS A RELIGION. *New Republic*, 13 Sept. 1922, XXXII, 63-65.

Editorial comment in *New York Times*, 13 Sept. 1922.

EDUCATION AS ENGINEERING. *New Republic*, 20 Sept. 1922, XXXII, 89-91.

Editorial comment in *New York Times*, 22 Sept. 1922.

LE DÉVELOPPEMENT DU PRAGMATISME AMÉRICAIN. *Revue de Métaphysique et de Morale*, Oct. 1922, XXIX, 411-430.

Re-translated into English and published as "The Development of American Pragmatism" in *Studies in the History of Ideas*, Vol. II (1925), Supplement, pp. 353-377.

EDUCATION AS POLITICS. *New Republic*, 4 Oct. 1922, XXXII, 139-141.

Editorial comment in *New York Times*, 3 Oct. 1922.

Reprinted in *Characters and Events* (1929), II, 776-781.

KNOWLEDGE AND SPEECH REACTION. *Journal of Philosophy*, 12 Oct. 1922, XIX, 561-570.

INDUSTRY AND MOTIVES. *World Tomorrow*, Dec. 1922, V, 357-358.

Reprinted in *Characters and Events* (1929), II, 739-744.

MEDIOCRITY AND INDIVIDUALITY. *New Republic*, 6 Dec. 1922, XXXIII, 35-37.

Reprinted in *Characters and Events* (1929), II, 479-485.

INDIVIDUALITY, EQUALITY AND SUPERIORITY. *New Republic*, 13 Dec. 1922, XXXIII, 61-63.

Reprinted in *Characters and Events* (1929), II, 486-492.

1923

CULTURE AND PROFESSIONALISM IN EDUCATION. [New York, 1923.] 7 pp.

Address delivered at the opening exercises of Columbia University, 26 Sept. 1923.

Published also in *Fortnightly Bulletin of the Institute of Arts and Sciences, Columbia University*, 9 Nov. 1923, Vol. XI, No. 3, pp. [iii-vi]; in *Journal of the National Education Association*, Dec. 1923, XII, 397-398; and in *School and Society*, 13 Oct. 1923, XVIII, 421-424.

SYLLABUS FOR PHILOSOPHY 131-132, Social Institutions and the Study of Morals, Columbia University, 1923-[1924]. [New York, 1923?]. 57 multigraphed leaves. Copies in the Columbiana collection, Columbia University Library.

FUTURE TRENDS IN THE DEVELOPMENT OF SOCIAL PROGRAMS THROUGH THE SCHOOLS. The School as a Means of Developing a Social Consciousness and Social Ideals in Children. In *Proceedings of the National Conference of Social Work, Washington, May 16-23, 1923* (Chicago [1923]), pp. 449-453.

Reprinted in *Journal of Social Forces*, Sept. 1923, I, 513-517.

INTRODUCTION. In Frederick Matthias Alexander, *Constructive Conscious Control of the Individual* (New York: E. P. Dutton & Co. [1923]), pp. xxi-xxxiii.

SOCIAL PURPOSES IN EDUCATION. *General Science Quarterly*, Jan. 1923, VII, 79-91.

Read at the State Conference of Normal School Instructors at Bridgewater, Mass., in Sept. 1922.

A SICK WORLD. *New Republic*, 24 Jan. 1923, XXXIII, 217-218.

Reprinted in *Characters and Events* (1929), II, 760-764.

CHINA AND THE WEST. *Dial*, Feb. 1923, LXXIV, 193-196.

Review of Bertrand Russell, *The Problems of China*.

INDIVIDUALITY IN EDUCATION. *General Science Quarterly*, Mar. 1923, VII, 157-166.

Read at the State Conference of Normal School Instructors at Bridgewater, Mass., 5 Sept. 1922.

SHALL WE JOIN THE LEAGUE? *New Republic*, 7 Mar. 1923, XXXIV, 36-37.

Reply by Arthur Oncken Lovejoy, "Shall We Join the League of Nations?" letter in *ib.*, 28 Mar. 1923, XXXIV, 138-139, and reply by Dewey, *ib.*, pp. 139-140.

Reprinted in *Characters and Events* (1929), II, 620-624, and Dewey's reply, pp. 625-628.

ETHICS AND INTERNATIONAL RELATIONS. *Foreign Affairs*, 15 Mar. 1923, I, 85-95.

Reprinted in *Characters and Events* (1929), II, 804-814.

"WHAT IS A SCHOOL FOR?" *New York Times*, 18 Mar. 1923.

Answer to this question; part of a symposium.

POLITICAL COMBINATION OR LEGAL COÖPERATION? *New Republic*, 21 Mar. 1923, XXXIV, 89-91.

Reprinted in *Characters and Events* (1929), II, 666-671, with the title "Why Not Outlaw War?"

IF WAR WERE OUTLAWED. *New Republic*, 25 Apr. 1923, XXXIV, 234-235.

Reprinted in *Characters and Events* (1929), II, 672-676.

REVIEW of George Santayana, *Scepticism and Animal Faith*. *New Republic*, 8 Aug. 1923, XXXV, 294-296.

WHAT OUTLAWRY OF WAR IS NOT. *New Republic*, 3 Oct. 1923, XXXVI, 149-152.

This article and "War and a Code of Law" (*ib.*, 24 Oct. 1923) constitute a reply to Walter Lippmann, "'The Outlawry of War,'" *Atlantic Monthly*, Aug. 1923, CXXXII, 245-253. The articles were reprinted in pamphlet form with the title *Outlawry of War: What It Is and Is Not* (Chicago: American Committee for the Outlawry of War [1923]). 16 pp.

See Robert Lee Hale, "Law and War," *American Bar Association Journal*, July 1924, X, 503-504.

Extract in *Congressional Digest*, Mar. 1928, VII, 94.

Reprinted in *Characters and Events* (1929), II, 677-684.

SHALL THE UNITED STATES JOIN THE WORLD COURT?
Christian Century, 18 Oct. 1923, XL, 1329-1334.

An address in debate with Manley Ottmer Hudson under the auspices of the Unitarian Laymen's League, Unity House, Boston, 21 May 1923. Reported in *Christian Register*, 31 May 1923, CII, 511-512.

Reprinted in *Characters and Events* (1929), II, 650-655, with the title "Which World Court Shall We Join?"

WAR AND A CODE OF LAW. *New Republic*, 24 Oct. 1923, XXXVI, 224-226.

See note under "What Outlawry of War Is Not," above.

Reprinted in *Characters and Events* (1929), II, 685-690.

VALUES, LIKING, AND THOUGHT. *Journal of Philosophy*, 8 Nov. 1923, XX, 617-622.

Reply to David Wight Prall, "In Defense of a Worthless Theory of Value," *ib.*, 1 Mar. 1923, XX, 128-137. See Dewey, "Valuation and Experimental Knowledge" (*Philosophical Review*, July 1922), above.

Rejoinder by Prall, "Values and Thought-Process," *Journal of Philosophy*, 28 Feb. 1924, XXI, 117-125, and reply by Dewey, "The Meaning of Value" (*ib.*, 26 Feb. 1925), below.

1924

FUNDAMENTALS. *New Republic*, 6 Feb. 1924, XXXVII, 275-276.

Reprinted in *Characters and Events* (1929), II, 453-458.

THE CLASS ROOM TEACHER. *General Science Quarterly*, Mar. 1924, VII, 463-472.

Read at the State Conference of Normal School Instructors at Bridgewater, Mass., 5 Sept. 1922.

SCIENCE, BELIEF AND THE PUBLIC. *New Republic*, 2 Apr. 1924, XXXVIII, 143-145.

Reprinted in *Characters and Events* (1929), II, 459-464.

SOME COMMENTS ON PHILOSOPHICAL DISCUSSION. *Journal of Philosophy*, 10 Apr. 1924, XXI, 197-209.

Reply to Arthur Oncken Lovejoy and Sterling Power Lamprecht. See note under "Realism without Monism or Dualism" (*ib.*, 8 June 1922), above.

KANT AFTER TWO HUNDRED YEARS. *New Republic*, 30 Apr. 1924, XXXVIII, 254-256.

Reprinted in *Characters and Events* (1929), I, 63-68, with the title "Immanuel Kant."

THE LIBERAL COLLEGE AND ITS ENEMIES. *Independent*, 24 May 1924, CXII, 280-282.

REVIEW of Charles Kay Ogden and Ivor Armstrong Richards, *The Meaning of Meaning*. *New Republic*, 11 June 1924, XXXIX, 77-78.

REVIEW of Charles Santiago Sanders Peirce, *Chance, Love, and Logic*. *New Republic*, 25 June 1924, XXXIX, 136-137.

SECULARIZING A THEOCRACY: YOUNG TURKEY AND THE CALIPHATE. *New Republic*, 17 Sept. 1924, XL, 69-71.

Dated, Constantinople, Aug. 1924.

Reprinted in *Characters and Events* (1929), I, 324-329, and in *Impressions of Soviet Russia* (1929), pp. 220-234.

ANGORA, THE NEW. *New Republic*, 15 Oct. 1924, XL, 169-170.

Reprinted in *Characters and Events* (1929), I, 330-334, and in *Impressions of Soviet Russia* (1929), pp. 208-219.

DEWEY AIDS LA FOLLETTE. *New York Times*, 23 Oct. 1924.

Statement in praise of Robert Marion La Follette, candidate for President of the United States.

LOGICAL METHOD AND LAW. *Philosophical Review*, Nov. 1924, XXXIII, 560-572; *Cornell Law Quarterly*, Dec. 1924, X, 17-27.

THE TURKISH TRAGEDY. *New Republic*, 12 Nov. 1924, XL, 268-269.

Reprinted in *Characters and Events* (1929), I, 335-339, and in *Impressions of Soviet Russia* (1929), 197-207.

FOREIGN SCHOOLS IN TURKEY. *New Republic*, 3 Dec. 1924, XLI, 40-42.

Reprinted in *Characters and Events* (1929), I, 346-351, with the title "America and Turkey."

1925

EXPERIENCE AND NATURE. Chicago, London: Open Court Publishing Company, 1925. xi, 443 pp. (Lectures upon the Paul Carus Foundation, First Series.)

Contents. Experience and Philosophic Method — Existence as Precarious and as Stable — Nature, Ends, and Histories — Nature, Means, and Knowledge — Nature, Communication, and as Meaning — Nature, Mind, and the Subject — Nature, Life, and Body-Mind — Existence, Ideas, and Consciousness — Experience, Nature, and Art — Existence, Value, and Criticism.

See edition of 1929.

Reviewed in *Boston Transcript*, 9 May 1925; *Dial*, May 1925, LXXVIII, 429; *Independent*, 3 Oct. 1925, CXV, 396; *International Journal of Ethics*, Jan. 1926, XXXVI, 201-205 (George Plimpton Adams); *Forum*, Aug. 1926, LXXVI, 316 (Joseph Jastrow); *Nation*, 14 Oct. 1925, CXXI, Sup. pp. 430-432 (Matthew Thompson McClure); *Nation and Athenaeum*, 5 Sept. 1925, XXXVII, 682-684 (Cyril Edwin Mitchinson Joad); *New Republic*, 25 Mar. 1925, XLII, 129-131 (Clarence Edwin Ayres); *New York Times*, 3 May 1925 (Robert Luther Duffus); *New York Tribune, Books*, 3 May 1925 (Irwin Edman); *Outlook*, 17 June 1925, CXL, 267-268; *Philosophical Review*, Jan. 1926, XXXV, 64-68 (Herbert Wildon Carr); *Quarterly Journal of the University of North Dakota*, May 1925, XV, 363-366 (Norborne Harris Crowell); *Revue de Métaphysique et de Morale*, XXXV (Sup. to Jan.-Mar. 1928, pp. 10-12); *Review of Reviews*, Nov. 1925, LXXII, 560; *Saturday Review of Literature*, 4 July 1925, I, 874-875 (Ralph Barton Perry); *Sewanee Review*, Oct. 1925, XXXIII, 496-499 (Hugh W. Sanford); *Social Forces*, June 1927, V, 686-687 (M. O.); *Spectator*, 26 Sept. 1925, CXXXV, 494-497 (Ferdinand Canning Scott Schiller); *Springfield Republican*, 20 Sept. 1925 (George Brown); *Survey*, 15 Nov., 15 Dec. 1925, 15 Jan., 15 Feb., 15 Mar., 15 Apr., 15 May, 15 June, 15 July, 15 Aug., 15 Sept. 1926, LV, 239-240, 377, 509-510, 570 bis, 697, LVI, 103-104, 266, 387, 471, 551, 642 (Joseph Kinmont Hart); *Welfare Magazine*, Oct. 1927, XVIII, 1401-1402 (Thomas Dawes Eliot); *World Tomorrow*, Dec. 1925, VIII, 383 (Paul Jones).

See Clarence Edwin Ayres, "John Dewey: Naturalist. A Report of the Carus Lectures for 1922," *New Republic*, 4 Apr. 1923, XXXIV, 158-160; Richard Burdon Haldane, *Human Experience: a Study of Its Structure* (London: John Murray, 1926); Everett W. Hall, "Some Meanings of Meaning in Dewey's *Experience and Nature*," *Journal of Philosophy*, 29 Mar. 1928, XXV, 169-181, and Dewey's reply, "Meaning and Existence," (*ib.*, 21 June

1928); Joseph Kinmont Hart, *Inside Experience: a Naturalistic Philosophy of Life and the Modern World* (New York: Longmans, Green and Co., 1927), a revision of the reviews in the *Survey*, above; George Santayana, "Dewey's Naturalistic Metaphysics," *Journal of Philosophy*, 3 Dec. 1925, XXII, 673-688, and Dewey's reply, "'Half-Hearted Naturalism'" (*ib.*, 3 Feb. 1927); Henry Nelson Wieman, "Religion in Dewey's *Experience and Nature*," *Journal of Religion*, Sept. 1925, V, 519-542; Victor S. Yarros, "Empiricism and Philosophic Method: Professor Dewey's Views," *Open Court*, Oct. 1925, XXXIX, 586-592; "Metaphysics, Psychology, and Philosophy: Professor Dewey's Views," *ib.*, Nov. 1925, pp. 669-675; "The Province and Issues of Philosophy: Professor Dewey's Views," *ib.*, Dec. 1925, pp. 755-766.

THE "SOCRATIC DIALOGUES" OF PLATO. In *Studies in the History of Ideas*, by the Department of Philosophy of Columbia University, Vol. II (New York: Columbia University Press, 1925), pp. 1-23.

Reviewed in *Journal of Philosophy*, 27 May 1926, XXIII, 300-303 (George Plimpton Adams); *Spectator*, 26 Sept. 1925, CXXXV, 494-497 (Ferdinand Canning Scott Schiller).

THE DEVELOPMENT OF AMERICAN PRAGMATISM. In *Studies in the History of Ideas*, by the Department of Philosophy of Columbia University, Vol. II (New York: Columbia University Press, 1925), Supplement, pp. 353-377.

Retranslated from the French, "Le Développement du pragmatisme américain," in *Revue de Métaphysique et de Morale*, Oct. 1922, XXIX, 411-430 [by Herbert Wallace Schneider].

Reprinted in Daniel Sommer Robinson, *An Anthology of Recent Philosophy* (New York [c1929]), pp. 431-445.

THE PROBLEM OF TURKEY. *New Republic*, 7 Jan. 1925, XLI, 162-163.

Reprinted in *Characters and Events* (1929), I, 340-345.

THE MEANING OF VALUE. *Journal of Philosophy*, 26 Feb. 1925, XXII, 126-133.

Reply to David Wight Prall, "Values and Thought-Process," *ib.*, 28 Feb. 1924, XXI, 117-125. See Dewey's original article, "Valuation and Experimental Knowledge" (*Philosophical Review*, July 1922), above.

HIGHLY-COLORED WHITE LIES. *New Republic*, 22 Apr. 1925, XLII, 229-230.

Reprinted in *Characters and Events* (1929), I, 312-316, with the title "The White Peril."

DEDICATION ADDRESS. *Journal of the Barnes Foundation*, May 1925, Vol. I, No. 2, pp. 3-6.

Delivered at the dedication ceremonies of the Barnes Foundation, Merion, Pa., 19 Mar. 1925.

LITERATURE OR MATHEMATICS? *School and Society*, 27 June 1925, XXI, 786.

Note on Raymond Weeks, *Boys' Own Arithmetic*.

VALUE, OBJECTIVE REFERENCE, AND CRITICISM. *Philosophical Review*, July 1925, XXXIV, 313-332.

WHAT IS THE MATTER WITH TEACHING? *Delineator*, Oct. 1925, Vol. CVII, No. 4, pp. 5-6, 78.

EXPERIENCE AND NATURE AND ART. *Journal of the Barnes Foundation*, Oct. 1925, Vol. I, No. 3, pp. 4-10.

"Adapted from *Experience and Nature*."

Reprinted in *Art and Education*, by John Dewey [and others] ([Merion, Pa.] Barnes Foundation Press [1929]), pp. 3-12.

THE NATURALISTIC THEORY OF PERCEPTION BY THE SENSES. *Journal of Philosophy*, 22 Oct. 1925, XXII, 596-605.

IS CHINA A NATION OR A MARKET? *New Republic*, 11 Nov. 1925, XLIV, 298-299.

Reprinted in *Characters and Events* (1929), I, 316-321, with the title "The White Peril."

PRACTICAL DEMOCRACY. *New Republic*, 2 Dec. 1925, XLV, 52-54.

Review of Walter Lippmann, *The Phantom Public*.

1926

FOREWORD. In William James Durant, *The Story of Philosophy* (New York: Simon & Schuster, 1926), p. v.

After the first printing, this was taken out and thereafter printed on the jacket.

INDIVIDUALITY AND EXPERIENCE. *Journal of the Barnes Foundation*, Jan. 1926, Vol. II, No. 1, pp. 1-6.

Reprinted in *Art in Education*, by John Dewey [and others] ([Merion, Pa.] Barnes Foundation Press [1929]), pp. 175-183.

SUBSTANCE, POWER, AND QUALITY IN LOCKE. *Philosophical Review*, Jan. 1926, XXXV, 22-38.

Summarized in *Revue d'Histoire de la Philosophie*, Jan.-Mar. 1927, I, 122-123.

THE CHANGING INTELLECTUAL CLIMATE. *New Republic*, 17 Feb. 1926, XLV, 360-361.

Review of Alfred North Whitehead, *Science and the Modern World*.

See next item.

ART IN EDUCATION — AND EDUCATION IN ART. *New Republic*, 24 Feb. 1926, XLVI, 11-13.

Further considerations of Whitehead's *Science and the Modern World*.

AFFECTIVE THOUGHT IN LOGIC AND PAINTING. *Journal of the Barnes Foundation*, Apr. 1926, Vol. II, No. 2, pp. 3-9.

THE HISTORIC BACKGROUND OF CORPORATE LEGAL PERSONALITY. *Yale Law Journal*, Apr. 1926, XXXV, 655-673.

WE SHOULD DEAL WITH CHINA AS NATION TO NATION. *Chinese Students' Monthly*, May 1926, XXI, 52-54.

AMERICA AND THE FAR EAST. *Survey*, 1 May 1926, LVI, 188.

Reprinted in *Characters and Events* (1929), I, 309-311, with the title "America and China."

EVENTS AND THE FUTURE. *Journal of Philosophy*, 13 May 1926, XXIII, 253-258.

Discussion of Charlie Dunbar Broad, *Scientific Thought*.

A KEY TO THE NEW WORLD. *New Republic*, 19 May 1926, XLVI, 410-411.

Review of Bertrand Russell, *Education and the Good Life*.

WILLIAM JAMES IN 1926. *New Republic*, 30 June 1926, XLVII, 163-165.

Review of *The Philosophy of William James*, edited by Horace Meyer Kallen.

Reprinted in *Characters and Events* (1929), I, 117-122.

REVIEW of Graham Wallas, *The Art of Thought*. *New Republic*, 16 June 1926, XLVII, 118-119.

See Victor S. Yarros, "Social Science, Subjectivism, and the Art of Thinking," *Open Court*, Sept. 1926, XL, 537-547.

CHURCH AND STATE IN MEXICO. *New Republic*, 25 Aug. 1926, XLVIII, 9-10.

Reprinted in *Characters and Events* (1929), I, 352-357, and in *Impressions of Soviet Russia* (1929), pp. 137-149.

ETHICS OF ANIMAL EXPERIMENTATION. *Atlantic Monthly*, Sept. 1926, CXXXVIII, 343-346.

Read at a hearing before a subcommittee of the 69th Congress, 1st Session, on Senate Bill No. 2957, to prohibit experiments on living dogs in the District of Columbia, etc., in May 1926; also published in the report of this hearing (Washington, D. C.: Government Printing Office, 1926).

MEXICO'S EDUCATIONAL RENAISSANCE. *New Republic*, 22 Sept. 1926, XLVIII, 116-118.

Editorial reply in *New York Times*, 22 Sept. 1926.

Reprinted in *Characters and Events* (1929), I, 364-371, and in *Impressions of Soviet Russia* (1929), pp. 150-167.

FROM A MEXICAN NOTE-BOOK. *New Republic*, 20 Oct. 1926, XLVIII, 239-241.

Reprinted in *Characters and Events* (1929), I, 358-363, with the title "The New and Old in Mexico," and in *Impressions of Soviet Russia* (1929), pp. 168-180.

BISHOP BROWN: A FUNDAMENTAL MODERNIST. *New Republic*, 17 Nov. 1926, XLVIII, 371-372.

Comments on William Montgomery Brown, *My Heresy*.

Reprinted in *Characters and Events* (1929), I, 83-86.

AMERICA'S RESPONSIBILITY. *Christian Century*, 23 Dec. 1926, XLIII, 1583-1584.

Editorial reply, "which missed the point altogether" (J. D.), in *New York Times*, 3 Jan. 1927.

Reprinted in *Characters and Events* (1929), II, 691-696.

1927

THE PUBLIC AND ITS PROBLEMS. New York: Henry Holt and Company [c1927]. vi, 224 pp.

Published also in London by G. Allen & Unwin, Ltd.

Lectures delivered during Jan. 1926 on the Larwill Foundation of Kenyon College, Gambier, Ohio. The lectures have been fully revised and expanded.

Contents. Search for the Public — Discovery of the State — The Democratic State — Eclipse of the Public — Search for the Great Community — The Problem of Method.

Reviewed in *New Republic*, 24 Aug. 1927, LII, 22-23 (Robert Morss Lovett); *New Scholasticism*, Apr. 1928, II, 210-212 (Virgil Michel); *New York Herald Tribune, Books*, 27 Nov. 1927 (Sterling Power Lamprecht); *New York Times*, 23 Oct. 1927 (Robert Luther Duffus); *Saturday Review of Literature*, 15 Oct. 1927, IV, 198-199 (Harold Joseph Laski); *Yale Review*, Apr. 1928, N. S. XVII, 610-612 (William Bennett Munro).

THE RÔLE OF PHILOSOPHY IN THE HISTORY OF CIVILIZATION. In *Proceedings of the Sixth International Congress of Philosophy*, edited by Edgar Sheffield Brightman (New York: Longmans, Green & Co., 1927), pp. 536-542.

Read at the Sixth International Congress of Philosophy, Harvard University, 15 Sept. 1926.

Reprinted from *Philosophical Review*, Jan. 1927, XXXVI, 1-9;

also published in Daniel Sommer Robinson, *An Anthology of Recent Philosophy* (New York [c1929]), pp. 47-54. Reported in *New York Times*, 16 Sept. 1926. Summarized in *Journal of Philosophical Studies*, Apr. 1927, II, 270-271. See Horace Leland Friess, "The Sixth International Congress of Philosophy," *Journal of Philosophy*, 11 Nov. 1926, XXIII, 617-638.

ANTHROPOLOGY AND ETHICS. In *The Social Sciences and Their Interrelations*, edited by William Fielding Ogburn and Alexander Goldenweiser (Boston: Houghton Mifflin Company [c1927]), pp. 24-36.

INTRODUCTION. In Roswell P. Barnes, *Militarizing Our Youth: the Significance of the Reserve Officers' Training Corps in Our Schools and Colleges* (New York: Committee on Militarism in Education, 1927), pp. 3-4.

INTRODUCTORY NOTE. In Joseph Kinmont Hart, *Inside Experience: a Naturalistic Philosophy of Life and the Modern World* (New York: Longmans, Green and Co., 1927), pp. xxi-xxvi.

INTRODUCTORY WORD. In Sidney Hook, *The Metaphysics of Pragmatism* (Chicago: Open Court Publishing Co., 1927), pp. 1-5.

FOREWORD. In Charles Clayton Morrison, *The Outlawry of War: a Constructive Policy for World Peace* (Chicago: Willett, Clark & Colby, 1927), pp. vii-xxv.

FOREWORD. In Paul Radin, *Primitive Man as Philosopher* (New York: D. Appleton and Company, 1927), pp. xv-xviii.

THE PRAGMATIC ACQUIESCENCE. *New Republic*, 5 Jan. 1927, XLIX, 186-189.

In answer to Lewis Mumford on Pragmatism in *The Golden Day*. Reply by Mumford, letter in *New Republic*, 19 Jan. 1927, XLIX, 250-251.

Reprinted in *Characters and Events* (1929), II, 435-442, with the title "Philosophy and the Social Order."

"HALF-HEARTED NATURALISM." *Journal of Philosophy*, 3 Feb. 1927, XXIV, 57-64.

Reply to George Santayana, "Dewey's Naturalistic Metaphysics," *ib.*, 3 Dec. 1925, XXII, 673-688, and Frank Thilly, "Contemporary American Philosophy," *Philosophical Review*, Nov. 1926, XXXV, 522-538.

POLITICS AND HUMAN BEINGS. *New Republic*, 16 Mar. 1927, L, 114-115.

Review of William Ernest Hocking, *Man and the State*; and George Edward Gordon Catlin, *The Science and Method of Politics*.

IMPERIALISM IS EASY. *New Republic*, 23 Mar. 1927, L, 133-134.

Reprinted in *Characters and Events* (1929), I, 372-377, with the title "Mexico and the Monroe Doctrine"; and in *Impressions of Soviet Russia* (1929), pp. 181-194.

THE REAL CHINESE CRISIS. *New Republic*, 27 Apr. 1927, L, 269-270.

THE INTEGRATION OF A MOVING WORLD. *New Republic*, 25 May 1927, LI, 22-24.

Review of Edmund Noble, *Purposive Evolution: the Link between Science and Religion*.

BANKRUPTCY OF MODERN EDUCATION. *Modern Quarterly*, June-Sept. 1927, IV, 102-104.

Review of John Ervin Kirkpatrick, *The American College and Its Rulers*.

Reprinted in part in *School and Society*, 7 Jan. 1928, XXVII, 21-23.

AN EMPIRICAL ACCOUNT OF APPEARANCE. *Journal of Philosophy*, 18 Aug. 1927, XXIV, 449-463.

Summarized in *Journal of Philosophical Studies*, Oct. 1927, II, 592-593.

THE FRUITS OF NATIONALISM. *World Tomorrow*, Nov. 1927, X, 454-456.

Reprinted in *Characters and Events* (1929), II, 798-803, with the title "Nationalism and Its Fruits."

SCIENCE, FOLK-LORE, AND THE CONTROL OF FOLKWAYS. *New Republic*, 9 Nov. 1927, LII, 316-317.

Review of Clarence Edwin Ayres, *Science, the False Messiah*.

PSYCHOLOGY AND JUSTICE. *New Republic*, 23 Nov. 1927, LIII, 9-12.

Discussion of the report of the Fuller Advisory Committee in the Sacco-Vanzetti case.

Reprinted in *Characters and Events* (1929), II, 526-536.

1928

THE PHILOSOPHY OF JOHN DEWEY. Selected and edited by Joseph Ratner. New York: Henry Holt and Company [c1928]. xii, 560 pp.

Contents. Philosophic Method — Foundations of a Naturalistic Metaphysics — The Origin and Nature of the Human Mind — Mind and Consciousness — Consciousness, Meaning, and Perception — The Instrumental Theory of Knowledge — The Instrumental Theory of Truth — Instrumentalism and Science — The Psychology of Habit and Impulse — Intelligence in Human Be-

havior — Morals and Science — Human Behavior and Moral Ideals — Elements of Education — Education and Human Progress — The Public and the State — Human Progress and Social Organization — Art and Religion in Human Life — Philosophy and Civilization.

Reviewed in *Catholic World*, Feb. 1929, CXXVIII, 624; *Journal of Philosophy*, 18 July 1929, XXVI, 407-409 (Mary Shaw Kuypers); *Nation*, 31 Oct. 1928, CXXVII, 457-458 (Eliseo Vivas); *New Scholasticism*, Oct. 1928, II, 387-388 (Virgil Michel); *New Statesman*, 16 Feb. 1929, XXXII, 612; *New York Herald-Tribune, Books*, 5 Aug. 1928 (Irwin Edman); *Survey*, 1 Jan. 1929, LXI, 454-455 (Joseph Kinmont Hart); *Time*, 10 Sept. 1928, Vol. XII, No. 11, p. 45.

Professor Edman's review, "John Dewey, American," was reprinted in his book *Adam, the Baby, and the Man from Mars* (New York, 1929), pp. 68-79.

PROGRESSIVE EDUCATION AND THE SCIENCE OF EDUCATION. [Washington, D. C.: Progressive Education Association, °1928.] 14 pp.

Address at the Eighth Annual Conference of the Progressive Education Association, 8 Mar. 1928.

Reprinted from *Progressive Education*, July-Aug.-Sept. 1928, V, 197-204.

A CRITIQUE OF AMERICAN CIVILIZATION. In *Recent Gains in American Civilization*, edited by Kirby Page (New York: Harcourt, Brace and Co. [°1928]), pp. 253-276.

Reprinted, with additions, from *World Tomorrow*, Oct. 1928, XI, 391-395.

PHILOSOPHY. In *Whither Mankind: a Panorama of Modern Civilization*, edited by Charles Austin Beard (New York: Longmans, Green and Co., 1928), pp. 313-331.

PHILOSOPHIES OF FREEDOM. In *Freedom in the Modern World*, edited by Horace Meyer Kallen (New York: Coward-McCann, 1928), pp. 236-271.

AN APPRECIATION OF HENRY GEORGE. In *Significant Paragraphs from Henry George's Progress and Poverty*, edited by Harry Gunnison Brown (Garden City, N. Y.: Published for the Robert Schalkenbach Foundation by Doubleday, Doran & Co., Inc., 1928), pp. v, 1-3.

[ADDRESS.] In *A Tribute to Professor Morris Raphael Cohen, Teacher and Philosopher* (New York, 1928), pp. 17-20.

Delivered at the testimonial dinner to Professor Cohen at the Hotel Astor, New York City, 15 Oct. 1927.

WHY I AM A MEMBER OF THE TEACHERS' UNION. *American Teacher*, Jan. 1928, Vol. XII, No. 5, pp. 3-6.

Address delivered at the membership meeting of the Teachers' Union of New York City, Local No. 5, American Federation of Teachers, on 18 Nov. 1927.

BODY AND MIND. *Bulletin of the New York Academy of Medicine*, Jan. 1928, IV, 3-19; *Mental Hygiene*, Jan. 1928, XII, 1-17.

Anniversary discourse, delivered before the New York Academy of Medicine, 17 Nov. 1927.

JUSTICE HOLMES AND THE LIBERAL MIND. *New Republic*, 11 Jan. 1928, LIII, 210-212.

Reprinted in *Characters and Events* (1929), I, 100-106, with the title "Oliver Wendell Holmes."

REVIEW of Robert Harry Lowie, *The Origin of the State*. *Columbia Law Review*, Feb. 1928, XXVIII, 255.

THE MANUFACTURERS' ASSOCIATION AND THE PUBLIC SCHOOLS. *Journal of the National Education Association*, Feb. 1928, XVII, 61-62.

Delivered before the National Consumers League, 28 Nov. 1927.

PHILOSOPHY AS A FINE ART. *New Republic*, 15 Feb. 1928, LIII, 352-354.

Review of George Santayana, *The Realm of Essence*.

TO THE CHINESE FRIENDS IN THE UNITED STATES. *Chinese Student Bulletin*, Mar. 1928, I, 4.

"AS AN EXAMPLE TO OTHER NATIONS." *New Republic*, 7 Mar. 1928, LIV, 88-89.

On the proposals for the outlawry of war.

See reply by James Thomson Shotwell, "Divergent Paths to Peace," *ib.*, 28 Mar. 1928, LIV, 194, and rejoinder by Dewey, *ib.*, pp. 194-196.

Reprinted in *Characters and Events* (1929), II, 697-702.

SOCIAL AS A CATEGORY. *Monist*, Apr. 1928, XXXVIII, 161-177.

Delivered at a meeting of the Eastern Division of the American Philosophical Association at the University of Chicago in Dec. 1927.

Discussion in *Journal of Philosophy*, 16 Feb. 1928, XXV, 100-102.

PERSONAL IMMORTALITY: WHAT I BELIEVE. *New York Times*, 8 Apr. 1928.

Brief statement in a symposium on the subject.

THINGS, THOUGHT, CONVERSATION. *Nation*, 18 Apr. 1928, CXXVI, 449-450.

Review of Scott Buchanan, *Possibility*; and Mortimer Adler, *Dialectic*.

THE DIRECTION OF EDUCATION. *School and Society*, 28 Apr. 1928, XXVII, 493-497; *Teachers College Record*, Oct. 1928, XXX, 7-12.

Address delivered at the installation of William Fletcher Russell as Dean of Teachers College, Columbia University, 10 Apr. 1928.

CHINA AND THE POWERS: II. Intervention a Challenge to Nationalism. *Current History*, May 1928, XXVIII, 212-213.

Reply to Major General William Crozier, U. S. A. (RET.), "What Hope for China?" *ib.*, pp. 205-212.

Reprinted in *Characters and Events* (1929), I, 321-323, with the title "The White Peril."

OUTLAWING PEACE BY DISCUSSING WAR. *New Republic*, 16 May 1928, LIV, 370-371.

Reprinted in *Characters and Events* (1929), II, 703-706.

MEANING AND EXISTENCE. *Journal of Philosophy*, 21 June 1928, XXV, 345-353.

Reply to Everett W. Hall, "Some Meanings of Meaning in Dewey's Experience and Nature," *ib.*, 29 Mar. 1928, XXV, 169-181.

BRAVE GOSPEL. *Saturday Review of Literature*, 7 July 1928, IV, 1016.

Review of Mary Hammett Lewis, *An Adventure with Children*.

WHY I AM FOR SMITH. *New Republic*, 7 Nov. 1928 [published 1 Nov.], LVI, 320-321.

See "Two Gallant Figures," editorial in *New York World*, 3 Nov. 1928, on the meeting of Professor Dewey and Governor Smith.

IMPRESSIONS OF SOVIET RUSSIA. I. Leningrad Gives the Clue (*New Republic*, 14 Nov. 1928, LVI, 343-344); II. A Country in a State of Flux (*ib.*, 21 Nov. 1928, LVII, 11-14); III. A New World in the Making (*ib.*, 28 Nov. 1928, pp. 38-42); IV. What Are the Russian Schools Doing? (*ib.*, 5 Dec. 1928, pp. 64-67); V. New Schools for a New Era (*ib.*, 12 Dec. 1928, pp. 91-94); VI. The Great Experiment and the Future (*ib.*, 19 Dec. 1928, pp. 134-137).

Reprinted in *Impressions of Soviet Russia* (1929), pp. 3-133; and in *Characters and Events* (1929), I, 378-431.

See George Olshausen, "Dewey, Spengler, and Russia," letter in *New Republic*, 19 Dec. 1928, LVII, 142.

THE WAY TO THINK. *Saturday Review of Literature*, 1 Dec. 1928, V, 423.

Review of Ernest Dimnet, *The Art of Thinking*.

1929

CHARACTERS AND EVENTS. Popular Essays in Social and Political Philosophy. Edited by Joseph Ratner. New York: Henry Holt and Company [c1929]. 2 vols.

Contents. VOL. I. Book One, Characters: Matthew Arnold and Robert Browning — Ernest Renan — Maurice Maeterlinck — Herbert Spencer — Immanuel Kant — Ralph Waldo Emerson — H. G. Wells — William Montgomery Brown — Theodore Roosevelt — Francis W. Parker — Oliver Wendell Holmes — William James. Book Two, Events and Meanings: Events and Meanings — The Mind of Germany — Liberalism in Japan — On the Two Sides of the Eastern Sea — Japan Revisited, Two Years Later — The Siberian Republic — China's Nightmare — The Chinese Philosophy of Life — Chinese Social Habits — The

Growth of Chinese National Sentiment — Conditions for China's Nationhood — Justice and Law in China — Young China and Old — New Culture in China — Transforming the Mind of China — America and China — The White Peril — Young Turkey and the Caliphate — Angora, the New — The Turkish Tragedy — The Problem of Turkey — America and Turkey — Church and State in Mexico — The New and Old in Mexico — Mexico's Educational Renaissance — Mexico and the Monroe Doctrine — Leningrad Gives the Clue — A Country in a State of Flux — A New World in the Making — What Are the Russian Schools Doing? — New Schools for a New Era — The Great Experiment and the Future.

VOL. II. Book Three, America: Philosophy and the Social Order — The Emergence of a New World — The American Intellectual Frontier — Fundamentals — Science, Belief, and the Public — Universal Service as Education — The Schools and Social Preparedness — Mediocrity and Individuality — Individuality, Equality, and Superiority — Our Educational Ideal — American Education and Culture — Religion and Our Schools — Propaganda — Freedom of Thought and Work — Psychology and Justice — Americanism and Localism — Pragmatic America. Book Four, War and Peace: The Social Possibilities of War — America and War — Conscription of Thought — In Explanation of Our Lapse — Conscience and Compulsion — The Future of Pacifism — The Cult of Irrationality — *Fiat Justitia, Ruat Coelum* — The Post-War Mind — The Approach to a League of Nations — The League of Nations and the New Diplomacy — A League of Nations and Economic Freedom — Our National Dilemma — Shall We Join the League? — Force and Ideals — Force, Violence, and Law — America and the World — Morals and the Conduct of States — Which World Court Shall We Join? — Why Not Outlaw War? — If War Were Outlawed — What Outlawry of War is Not — War and a Code of Law — America's Responsibility — "As an Example to Other Nations" — Outlawing Peace by Discussing War. Book Five, Towards Democracy: Social Psychology and Social Progress — Social

Absolutism — Political Science as a Recluse — The New Social Science — Industry and Motives — Elements of Social Reorganization — A Sick World — Science and the Education of Man — Education as Politics — Force and Coercion — Nature and Reason in Law — Nationalism and Its Fruits — Ethics and International Relations — How Reaction Helps — Progress — Philosophy and Internationalism — Philosophy and Democracy.

Reviewed in *American Mercury*, July 1929, Vol. XVII, No. 67, pp. xiv, xviii; *Boston Transcript*, 15 June 1929; *New York Evening Post*, 18 May 1929 (John Herman Randall, Jr.); *New York Times*, 14 July 1929; *Outlook*, 29 May 1929, CLII, 187 (Gorham B. Munson).

EXPERIENCE AND NATURE. New York: W. W. Norton & Co., Inc. [c1929]. ix, 1a-4a, 1-443 pp.

Published also in London by G. Allen & Unwin, 1929.

For Contents, see edition of 1925.

Another issue of this edition has the imprint: Chicago, Open Court Publishing Co., 1926 [c1929].

This edition contains a new preface; the first chapter has been completely rewritten, and a few minor corrections have been made throughout the volume.

IMPRESSIONS OF SOVIET RUSSIA AND THE REVOLUTIONARY WORLD, MEXICO — CHINA — TURKEY. New York: New Republic, Inc., 1929. 270 pp. (The New Republic's Dollar Books.)

Contents. Soviet Russia, 1928: Leningrad Gives the Clue — A Country in a State of Flux — A New World in the Making — What Are the Russian Schools Doing? — New Schools for a New Era — The Great Experiment and the Future. Mexico, 1926: Church and State in Mexico — Mexico's Educational Renaissance — From a Mexican Note-Book — Imperialism Is Easy. Turkey, 1924: The Turkish Tragedy — Angora, the New — Secularizing

a Theocracy. China, 1920: Industrial China — Is China a Nation?

Reprinted from the *New Republic*.

Reviewed in *American Mercury*, July 1929, Vol. XVII, No. 67, p. xviii; *Boston Transcript*, 3 Apr. 1929; *Nation*, 19 June 1929, CXXVIII, 744 (Jessica Smith); *New York Herald-Tribune, Books*, 31 Mar. 1929; *New York Times*, 21 Apr. 1929; *New York World*, 3 Mar. 1929 (Bernard Smith); *Saturday Review of Literature*, 4 May 1929, V, 971 (Norah Meade).

ART AND EDUCATION. By John Dewey, Albert C. Barnes, Laurence Buermeyer, Thomas Munro, Paul Guillaume, Mary Mullen, Violette de Mazia. [Merion, Pa.], Barnes Foundation Press [c1929]. x, 349 pp.

The following articles in this volume are by Dewey: Experience and Nature and Art, pp. 3-12; and Individuality and Experience, pp. 175-183.

THE QUEST FOR CERTAINTY. New York: Minton, Balch & Co. [Announced for October 1929.] 313 pp.

Gifford Lectures, delivered at the University of Edinburgh, 1929.

Contents. Escape from Peril — Philosophy's Search for the Immutable — Conflict of Authorities — The Art of Acceptance and the Art of Control — Ideas at Work — The Play of Ideas — The Seat of Intellectual Authority — The Naturalization of Intelligence — The Supremacy of Method — The Construction of Good — The Copernican Revolution.

Although this book was not published before July, 1929, the time limit set for this bibliography, it is included here because of its importance.

PHILOSOPHY. In *Research in the Social Sciences*, edited by Wilson Gee (New York: The Macmillan Company, 1929), pp. 241-265.

FOREWORD. In Helen Edna Davis, *Tolstoi and Nietzsche, a Problem in Biographical Ethics* (New York: New Republic, Inc., 1929), pp. ix-xiv.

SOVIET EDUCATION. In *Am I Getting an Education?* edited by Sherwood Eddy (Garden City, N. Y.: Doubleday, Doran & Co. [c1929]), pp. 39-46.

FOREWORD. In Eastern Commercial Teachers Association, *First Yearbook*, 1929, pp. xiii-xiv.

FOREWORD. In Feiwei Schneersohn, *Studies in Psycho-Expedition* (New York: The Science of Man Press, 1929), pp. vii-viii.

LABOR POLITICS AND EDUCATION. *New Republic*, 9 Jan. 1929, LVII, 211-214.

A comment on the activities of Matthew Woll in bringing about the censure of the Brookwood Labor College by the American Federation of Labor.

Excerpts in *School and Society*, 19 Jan. 1929, XXIX, 92-93.

Reply by Woll, *New Republic*, 20 Feb. 1929, LVIII, 19-20, and rejoinder by Dewey, *ib.*, p. 20.

See R. E. Woodmansee, "Dr. Dewey and the I[n]ternational L[abor] P[ress]," *ib.*, 27 Feb. 1929, LVIII, 46; "Dr. Dewey and the Communists," editorial in *New York World*, 30 Nov. 1928; and *Matthew Woll Takes Issue with Prof. John Dewey* . . . Washington, D. C., International Labor News Service, 12 Jan. 1929. 2 pp.

GENERAL PRINCIPLES OF EDUCATIONAL ARTICULATION. *School and Society*, 30 Mar. 1929, XXIX, 399-406.

Address delivered before the Department of Superintendence of the National Education Association, Cleveland, 26 Feb. 1929; published also in their *Official Report*, 1929, pp. 51-60.

REVIEW of George Sylvester Counts, *School and Society in Chicago*. *New Republic*, 10 Apr. 1929, LVIII, 231-232.

THE HOUSE DIVIDED AGAINST ITSELF. *New Republic*, 24 Apr. 1929, LVIII, 270-271.

Comments on Robert Staughton Lynd and Helen Merrell Lynd, *Middletown*.

PART II
WRITINGS ABOUT JOHN DEWEY
TO JULY, 1929

WRITINGS ABOUT JOHN DEWEY TO JULY, 1929

AMERICAN MEN OF SCIENCE, edited by James McKeen Cattell. New York: Science Press.

Biography of Dewey: 1st ed., 1906, p. 85; 2d ed., 1910, p. 121; 3d ed., 1921, p. 177; 4th ed., 1927, p. 249.

ARMENTROUT, W. D.

The Optimism in Dewey's Philosophy of Education.
Journal of Educational Method, Feb. 1927, VI, 236-239.

BAEGE, F. P.

Zwei ausländische Beeinflusser der deutschen Schulreform. *Neue Bahnen*, Sept. 1912, XXIII, 548-554.

Schulreformer der Neuzeit: John Dewey. *Zeitgeist* [Stuttgart], 7, 4, 156.

Title from *Bibliographie der deutschen Zeitschriftenliteratur*, Ergänzungsband X (1914-1915), 39.

BALDWIN, JAMES MARK

The Limits of Pragmatism. *Psychological Review*, Jan. 1904, XI, 30-60.

BARRON, JOSEPH T.

Professor Dewey and Truth. *Catholic World*, Nov. 1922, CXVI, 212-221.

BAUM, MAURICE JAMES

A Comparative Study of the Philosophies of William James and John Dewey. [Chicago, 1928.] Type-written.

Thesis (Ph.D.), University of Chicago.

BAWDEN, HENRY HEATH

The Principles of Pragmatism: a Philosophical Interpretation of Experience. Boston: Houghton Mifflin Company, 1910.

Dewey, *passim*.

What Is Pragmatism? *Journal of Philosophy*, 4 Aug. 1904, I, 421-427.

BEATH, PAUL ROBERT

John Dewey: Pragmatist. *The Daily Illini* (University of Illinois), 26 Feb. 1928.

BOGOSLOVSKY, BORIS BASIL

The Technique of Controversy: Principles of Dynamic Logic. New York: Harcourt, Brace & Co., 1928. (International Library of Psychology, Philosophy and Scientific Method.)

Thesis (Ph.D.), Columbia University.

Numerous references to Dewey.

BOGGS, LUCINDA PEARL

Über John Deweys Theorie des Interesses und seine

Anwendung in der Pädagogik. Halle a. S.: C. A. Kaemmerer & Co., 1901.

Thesis (Ph.D.), University of Halle-Wittenberg.

BOOKMAN

The Philosophical Egg-Peddler. *Bookman*, Sept. 1927, LXVI, 47-48.

BOURNE, RANDOLPH SILLIMAN

John Dewey's Philosophy. *New Republic*, 13 Mar. 1915, II, 154-156.

Twilight of Idols. *Seven Arts Magazine*, Oct. 1917, II, 688-702.

BROWN, GEORGE P.

Dr. John Dewey's Educational Experiment. *Public School Journal*, June 1897, XVI, 533-537.

The University [of Chicago] Elementary School. *School and Home Education*, Oct. 1899, XVIII, 98-99.

CALDWELL, WILLIAM

Pragmatism and Idealism. London: Adam and Charles Black, 1913.

Dewey, pp. 16-17 et passim.

CHANG, CHIEH-MIN

The Utilitarian Theory of Jeremy Bentham Defended from Certain Criticism of John Stuart Mill and John Dewey. [New York], 1925. Typewritten.

Thesis (A.M.), Columbia University.

CHASSELL, LAURA MERRILL and CLARA FRANCES

A Restatement of Important Educational Conceptions

of Dewey in the Terminology of Thorndike. *Journal of Educational Method*, Mar. 1924, III, 286-298.

CHICAGO, UNIVERSITY OF

The President's Report, 1904. Part II [List of the Publications of the Members of the University, July 1892 — July 1902]. Chicago: The University of Chicago Press, 1904.

Dewey, pp. 3-5.

Publications of the Members of the University, 1902-1916. Chicago: The University of Chicago Press [c1917].

Dewey, p. 5.

CHOY JYAN (Tshwei Tsai-yang)

Etude comparative sur les doctrines pédagogiques de Durkheim et de Dewey. Lyon: Bosc Frères & Riou, 1926.

"Thèse de doctorat . . . d'Université de Lyon."

"Ecrits de Dewey," pp. 237-240.

CLAPARÈDE, EDOUARD

John Dewey. *Svobodno Vaspitanie* [Sofia, Bulgaria], May-June 1924, II, 257-266.

COHEN, MORRIS RAPHAEL

The Intellectual Love of God. *Menorah Journal*, Aug. 1925, XI, 332-341.

"The Spinozistic Ideal in Contemporary Thinkers . . . Dewey," p. 340.

John Dewey's Philosophy. *New Republic*, 2 Sept. 1916, VIII, 118-119.

Later Philosophy. In *The Cambridge History of Amer-*

ican Literature, edited by William Peterfield Trent, John Erskine, Stuart Pratt Sherman, and Carl Van Doren (New York: G. P. Putnam's Sons, 1921), Vol. III, pp. 226-265.

Dewey, Vol. III, pp. 254-257 *et passim*; bibliography, Vol. IV, p. 756.

Our American Philosophy III: John Dewey and the Chicago School. *New Republic*, 17 Mar. 1920, XXII, 82-86.

COMFORT, EUNICE NICHOLAS

The Bearing of John Dewey's Philosophy upon Christianity. [New York], 1923. Typewritten.

Thesis (S.T.M.), Union Theological Seminary.

CORYA, FLORENCE

Bust of Professor Dewey. *School and Society*, 1 Dec. 1928, XXVIII, 684-685.

See *New York Times*, 10 Nov. 1928.

CRISSMAN, PAUL

Dewey's Theory of the Moral Good. *Monist*, Oct. 1928, XXXVIII, 592-619.

CROWELL, NELSON JOHN

John Dewey et l'éducation nouvelle. Lausanne: Pache-Varidel & Bron, 1928.

"Thèse de doctorat . . . Université de Lausanne."

CUBBERLEY, ELLWOOD PATTERSON

Public Education in the United States. Boston: Houghton Mifflin Company [1919].

Dewey, pp. 359 ff., 445.

DELTA PSI FRATERNITY, UNIVERSITY OF VERMONT
Sixth Quadrennial Catalog, 1850-1905. [Burlington],
The Fraternity, 1905.

Dewey, p. 87.

DEWEY, ADELBERT M., and LOUIS MARINUS
*Life of George Dewey, Rear Admiral, U. S. N., and
Dewey Family History*. Westfield, Mass.: Dewey Pub-
lishing Co., 1898.

Genealogy of John Dewey, pp. 910, 961, etc.

DURANT, WILLIAM JAMES
*The Story of Philosophy: the Lives and Opinions of the
Greater Philosophers*. New York: Simon and Schuster,
1926.

Dewey, pp. 565-575.

EISLER, RUDOLF
*Philosopher Lexikon; Leben, Werke und Lehren der
Denker*. Berlin: E. S. Mittler und Sohn, 1912.

Dewey, pp. 127, 869-870.

ELLIOTT, WILLIAM YANDELL
*The Pragmatic Revolt in Politics: Syndicalism, Fas-
cism, and the Constitutional State*. New York: The
Macmillan Co., 1928.

ENCYCLOPÆDIA BRITANNICA. 13th ed. New York: En-
cyclopædia Britannica Corp., 1926.

Dewey, Vol. I, p. 850.

FARRAND, HARRIET A.
Dr. Dewey's University Elementary School: an Experi-

ment in Education. *Journal of Education*, 15 Sept. 1898, XLVIII, 172.

FITE, WARNER

Moral Philosophy: the Critical View of Life. New York: Lincoln MacVeagh, The Dial Press, 1926.

Dewey, pp. 103-118.

FRANK, WALDO

Our Leaders: John Dewey. *New Republic*, 20 June 1928, LV, 114-116.

Reprinted in his *The Rediscovery of America* (1929), pp. 168-177. Reply by Philip M. Glick, *New Republic*, 1 Aug. 1928, LV, 281-282, and short rejoinder by Frank, p. 282.

The Man Who Made Us What We Are [by "Searchlight"]. *New Yorker*, 22 May 1926, pp. 15-16.

Reprinted in *Time Exposures*, by "Searchlight" (1926), pp. 121-127.

GEYER, DENTON LORING

The Pragmatic Theory of Truth as Developed by Peirce, James, and Dewey. [Urbana, Ill.?], 1914.

Thesis (Ph.D.), University of Illinois.

"The Pragmatic Doctrine as Set Forth by Dewey," pp. 35-40.

"The Works of John Dewey," pp. 45-47.

GREENLEAF, Mrs. LILLIAN SNOW

A Philosophy of Democracy Worked Out by John Dewey. [Chicago, 1919.] Typewritten.

Thesis (A.M.), University of Chicago.

GURLITT, L.

Ein neuer Kampfgenosse (John Dewey). *Blätter für deutsche Erziehung* V (1903), 150-151.

Title from *Bibliographie der deutschen Zeitschriftenliteratur*, XIII, 102.

HALL, GRANVILLE STANLEY

Life and Confessions of a Psychologist. New York: D. Appleton and Company, 1923.

Criticism of Dewey, pp. 499-500.

HALL, ROYAL G.

The Significance of John Dewey for Religious Interpretation. *Open Court*, June 1928, XLII, 331-340.

HAMADA, IKUJIRO

Ethical Implication of Two Contrasted Philosophies of Life, Illustrated in John Dewey and Bertrand Russell. New York, 1919. Typewritten.

Thesis (A.M.), Columbia University.

HANDSCHY, HARRIET WILD

Educational Theories of Cardinal Newman and John Dewey. *Education*, Nov. 1928, XLIX, 129-137.

HART, JOSEPH KINMONT

Inside Experience: a Naturalistic Philosophy of Life and the Modern World. New York: Longmans, Green and Co., 1927.

Reviewed in *Journal of Philosophical Studies*, Jan. 1928, III, 116-118 (Joseph John Findlay); *Journal of Philosophy*, 18 July 1929, XXVI, 409-411 (Mary Shaw Kuypers); *New Scholasticism*, Apr. 1928, II, 179-180 (Virgil Michel).

Principles of Character Development in the Philosophy of John Dewey. *Religious Education*, Feb. 1929, XXIV, 113-116.

HENNIG, PAUL

Die weltanschaulichen Grundlagen von John Deweys Erziehungstheorie. Leipzig, 1928 (Bielefeld: G. Mülöt & Co.)

Thesis (PH.D.), University of Leipzig.

Includes bibliography.

HILKER, FRANZ

Pädagogische Amerikafahrt. *Pädagogisches Zentralblatt*, 1928, 8 Jahrgang, Heft 9, Seite 529.

Title from Hënnig dissertation.

HOOKE, SIDNEY

The Metaphysics of Pragmatism. Chicago: Open Court Publishing Co., 1927.

HORNE, HERMAN HARRELL

The Philosophy of Education; being the Foundations of Education in the Related Natural and Mental Sciences. Revised Edition with Special Reference to the Educational Philosophy of Dr. John Dewey. New York: The Macmillan Co., 1927.

HOWARD, DELTON THOMAS

John Dewey's Logical Theory. New York: Longmans, Green & Co., 1918.

Thesis (PH.D.), Cornell University, 1916.

Reviewed in *Philosophical Review*, July 1919, XXVIII, 424-426 (Evander Bradley McGilvary).

IRELAND, ALLEYNE

John Dewey on Making People Citizens. *New York World*, 21 Apr. 1915.

JACOBSSON, MALTE

Pragmatiska Uppfostringsprinciper . . . jämte Barnet och Skolkursen av John Dewey, Auktoriserad översättning av Agnes Jacobsson-Undén. Lund: C. W. K. Gleerup, 1912.

JAMES, WILLIAM

Pragmatism, a New Name for Some Old Ways of Thinking. New York: Longmans, Green & Co., 1907.

JASCALEVICH, ALEJANDRO A.

Tendencias Filosóficas en los Estados Unidos. *Verbum* [Buenos Aires], Oct.-Dec. 1920, XIV, 389-409.

JOHNS HOPKINS UNIVERSITY

Herbert B. Adams: Tributes of Friends, with a Bibliography of the Department of History, Politics, and Economics of the Johns Hopkins University, 1876-1901. Baltimore: The Johns Hopkins Press, 1902.

Bibliography of John Dewey, pp. 47-50, contains numerous typographical errors.

KANDEL, ISAAC LEON, ed.

Twenty-five Years of American Education: Collected Essays. New York: The Macmillan Company, 1924.

Dewey, *passim*.

KANTOROVICH, HAIM

A Revolutionary Interpretation of Philosophy. *Modern Quarterly*, Summer 1924, II, 22-31.

KERBY-MILLER, SINCLAIR [formerly Kerby Sinclair Miller]

The Early Development of Dewey's Logical Theory.
New York, 1921. Typewritten.

Thesis (A.M.), Columbia University.

KILPATRICK, WILLIAM HEARD

Remarks at the Unveiling of Dr. Dewey's Bust.
School and Society, 22 Dec. 1928, XXVIII, 778-780.

KLYCE, SCUDDER

Dewey's Suppressed Psychology . . . being Correspondence between John Dewey . . . and Scudder Klyce. . . . Winchester, Mass.: S. Klyce, 1928.
Mimeographed.

See index, s. v. Dewey.

LAGUNA, GRACE ANDRUS DE

The Practical Character of Reality. *Philosophical Review*, July 1909, XVIII, 396-415.

LAMPRECHT, STERLING POWER

An Idealist Source of Instrumentalist Logic. *Mind*,
Oct. 1924, N. S. XXXIII, 415-427.

LEROUX, EMMANUEL

Le Pragmatisme américain et anglais: Etude historique et critique, suivie d'une bibliographie méthodique.
Paris: Felix Alcan, 1913.

"La Logique instrumentale de M. Dewey et l'école de Chicago,"
pp. 140-159.

"Ecrits de John Dewey," pp. 346-355.

"Ecrits de l'école de Dewey," pp. 356-363.

LIND, LEVI ROBERT

Dewey Pictured as Prophet and Reconstructionist.
The Daily Illini (University of Illinois), 26 Feb. 1928.

LUDWIG, FR.

Moderne Schulreformer: John Dewey. *Monistische Jahrhundert*, 1915, p. 97.

Title from *Bibliographie der deutschen Zeitschriftenliteratur*, XXXVI, 83.

LUZURIAGA, LORENZO

La Pedagogía de Dewey: la educación por la acción. *El Sol* [Madrid?], 22 Apr. 1918.

MCCABE, JOSEPH

A Biographical Dictionary of Modern Rationalists. London: Watts & Co., 1920.

Biography of Dewey, col. 213.

MCMANIS, JOHN T.

Ella Flagg Young and a Half Century of the Chicago Public Schools. Chicago: A. C. McClurg & Co., 1916.

Dewey, pp. 101-122.

McNUTT, WALTER SCOTT

Instrumentalism at Its Best. *Education*, Nov. 1925, XLVI, 149-153.

MANNY, FRANK ADDISON

John Dewey. *Seven Arts Magazine*, June 1917, II, 214-228.

MICHEL, VIRGIL

Some Thoughts on Professor Dewey. *New Scholasticism*, Oct. 1928, II, 327-341.

MONTAGUE, WILLIAM PEPPERELL

The Ways of Knowing, or the Methods of Philosophy. London: George Allen & Unwin, Ltd. [1925].

Dewey, *passim*.

MOORE, ADDISON WEBSTER

Pragmatism and Its Critics. Chicago: The University of Chicago Press [c1910].

MURPHY, ARTHUR E.

Objective Relativism in Dewey and Whitehead. *Philosophical Review*, Mar. 1927, XXXVI, 121-144.

MYERS, CAROLINE E.

Should Teachers' Organizations Affiliate with the American Federation of Labor? *School and Society*, 22 Nov. 1919, X, 594-597.

Discussion of an address by Dewey.

NAGANO, YOSHIO

[*A Systematic Study in John Dewey's Educational Theory.*] Tokyo, 1919.

In Japanese.

NASH, J. V.

The Ethics of John Dewey. *Open Court*, Sept. 1924, XXXVIII, 527-538.

NAUMBERG, MARGARET

A Challenge to John Dewey: *Survey*, 15 Sept. 1928, LX, 598-600.

"She challenges both the philosophy and the practice of the project method as they have been worked out by American educators under John Dewey's leadership."

NEUMANN, HENRY

Education for Moral Growth. New York: D. Appleton and Company, 1924.

Dewey, *passim*.

NEW INTERNATIONAL ENCYCLOPEDIA. 2d ed. New York: Dodd, Mead & Co., 1914 ff.

Dewey, Vol. VI, pp. 749-750. See also "Empiricism," VII, 710; "Instrumentalism," XII, 232-233; "Pragmatism," XIX, 151-152.

NÜCHTER, FR.

Von der individualistischen zur sozialen Demokratie — ein Problem der amerikanischen Pädagogik: John Deweys soziale Pädagogik. *Jahrbuch des Vereins für wissenschaftliche Pädagogik*, XLVII (1915), 15-74. Title from *Bibliographie der deutschen Zeitschriftenliteratur*, XXXVI, 83.

OESTERREICH, TRAUGOTT KONSTANTIN

Die Philosophie des Auslandes vom Beginn des 19. Jahrhunderts bis auf die Gegenwart. Berlin: E. S. Mittler & Sohn, 1928. (Ueberwegs Grundriss der Geschichte der Philosophie, Bd. 5.)

"Der realistische Pragmatismus: John Dewey," pp. 401-403.

O'HARA, JAMES HENRY

The Limitations of the Educational Theory of John Dewey, Washington, D. C., 1929.

Thesis (PH.D.), Catholic University of America.

Bibliography, pp. 106-112.

PERRY, RALPH BARTON

Philosophy of the Recent Past; on Outline of European and American Philosophy since 1860. New York: Charles Scribner's Sons [c1926].

Dewey, pp. 194-195.

Present Philosophical Tendencies; a Critical Survey of

Naturalism, Idealism, Pragmatism, and Realism, together with a Synopsis of the Philosophy of William James. New York: Longmans, Green and Co. [c1912].

Dewey, *passim*.

PHI BETA KAPPA SOCIETY

General Catalogue, 1776-1922. Editor-in-Chief, Oscar McMurtrie Voorhees. Somerville, N. J. [1923].

Dewey, p. 675.

PIATT, DONALD AYRES

Immediate Experience. *Journal of Philosophy*, 30 Aug. 1928, XXV, 477-492.

PRANTL, RUDOLF

Dewey als Pädagog. *Vierteljahrsschrift für wissenschaftliche Pädagogik*, Heft 2, 3, 4, 1925.

Bibliography at the end.

PRATT, JAMES BISSETT

Truth and Ideas. *Journal of Philosophy*, 27 Feb. 1908, V, 122-131.

What Is Pragmatism? New York: The Macmillan Company, 1909.

Dewey, *passim*.

RASMUSSEN, CARL C.

Some Reactions to Dewey's Philosophy. *Personalist*, July 1922, III, 171-182.

RAVENHILL, ALICE

Teaching of Domestic Science in the U. S. A. In England. Board of Education. *Special Reports on Educational Subjects*, Vol. XV, part 1.

"Dewey's Views on Education," pp. 7-8.

"Dewey's Views on the Training of Children," pp. 143-148.

Quotations in *School Journal*, 30 Sep. 1905, LXXI, 322.

RILEY, WOODBRIDGE

American Thought, from Puritanism to Pragmatism and Beyond. New York: Henry Holt and Company, 1923.

Dewey, *passim*.

ROBET, HENRI

L'Ecole de Chicago et l'instrumentalisme. *Revue de Métaphysique et de Morale*, July 1913, XXI, 537-575.

ROE, CHUNGIL YHAN

The True Function of Education in Social Adjustment; a Comparative Estimate and Criticism of the Educational Teachings of Confucius and the Philosophy of John Dewey, with a View to Evolving a Project for a System of National Education Which Will Meet the Needs of Korea. Lincoln, Neb., 1927.

Thesis (PH.D.), University of Nebraska.

ROGERS, ARTHUR KENYON

English and American Philosophy since 1800, a Critical Survey. New York: The Macmillan Company, 1922.

Dewey, pp. 388-406.

RUGG, HAROLD, and SHUMAKER, ANN

The Child-centered School, an Appraisal of the New Education. Yonkers, N. Y.: World Book Company [c1928].

Dewey, *passim*.

RUNYON, LAURA LOUISA

A Day with the New Education. *Chautauquan*, Mar. 1900, N. S. XXI, 589-592.

At the University of Chicago Elementary School.

SARKAR, BENOY KUMAR

The Political Philosophies since 1905. Madras: B. G. Paul & Co., 1928.

Dewey, pp. 303-304.

SCHINZ, ALBERT

Anti-pragmatisme: Examen des droits respectifs de l'aristocratie intellectuelle et la démocratie sociale. Paris: Felix Alcan, 1909.

"Le Cas Dewey," pp. 72-93.

English translation, Boston: Small, Maynard & Co. [c1909], "The Dewey Case," pp. 88-109.

Discussion of *Anti-pragmatisme*, *Journal of Philosophy*, 27 May 1909, VI, 291-295, by Addison Webster Moore; and reply by Schinz, *ib.*, 5 Aug. 1909, VI, 434-438.

See Dewey's review of *Anti-pragmatisme* in *Philosophical Review*, July 1909, XVIII, 446-449.

Professor Dewey's Pragmatism. *Journal of Philosophy*, 5 Nov. 1908, V, 617-628.

Published in his *Anti-pragmatisme* as "Le Cas Dewey," see above.

SCHNEIDER, HERBERT WALLACE

John Dewey and His Influence. *New Era* [London], Jan. 1921, II, 136-140.

Translated into Bulgarian and published in *Svobodno Vaspitanie* [Sofia], May-June 1924, II, 266-273.

SELLARS, ROY WOOD

The Status of Epistemology. *Journal of Philosophy*, 6 Dec. 1917, XIV, 673-680.

Chiefly about Dewey.

SLOCHOWER, HARRY

Die Philosophie in den Vereinigten Staaten unter besonderer Berücksichtigung der Gegenwart. In *Reichs philosophischer Almanach*, Bd. 4, Darmstadt, 1927.

SLOSSON, EDWIN EMERY

John Dewey: Teacher of Teachers. *Independent*, 26 Mar. 1917, LXXXIX, 541-544.

Reprinted in his *Six Major Prophets* (1917), pp. 234-275.

SMITH, THOMAS VERNOR

Dewey's Theory of Value. *Monist*, July 1922, XXXII, 339-354.

STEIN, LUDWIG

"Der Pragmatismus." *Archiv für systematische Philosophie* XIV (1908), 143-188.

STRAIGHT, WOOD C.

Dewey and Our Inefficient Schools. *Brooklyn Daily Eagle*, 15 June 1922.

SURVEY

John Dewey in Russia. *Survey*, 15 Dec. 1928, LXI, 348-349.

TIME

To Moscow. *Time*, 4 June 1928, Vol. XI, No. 23, pp. 16-17.

TURNER, WILLIAM

Pragmatism. *Catholic Encyclopedia* (New York, 1911), XII, 333-338.

Dewey, p. 334.

VAN SCHALKWIJK, LOUIS MARTHINUS ALBERTUS NICOLAS

De soziale Paedagogiek van John Dewey en haar filosofiese Grondslag. Amsterdam: M. J. Portielje, 1920.

Thesis (Ph.D.), University of Amsterdam.

WAHL, JEAN

Les Philosophies pluralistes d'Angleterre et d'Amerique. Paris: Felix Alcan, 1920.

Dewey, *passim*.

English translation by Fred Rothwell, London: The Open Court Co., 1925.

WALKER, LESLIE J.

Theories of Knowledge: Absolutism, Pragmatism, Realism. London: Longmans, Green & Co., 1910.

Thesis (M.A.), University of London.

Dewey, *passim*.

WENLEY, ROBERT MARK

Life and Work of George Sylvester Morris. New York: The Macmillan Co., 1917.

Dewey, *passim*.

See Dewey's review of this book, *Philosophical Review*, Mar. 1919, XXVIII, 212-213.

WHO'S WHO. London: A. & C. Black, Ltd.

Biography of Dewey: 1900, p. 335; 1901, p. 349; 1902, pp. 377-

378; 1903, p. 366; 1904, p. 408; 1905, p. 434; 1906, p. 472; 1907, p. 481; 1908, p. 495; 1909, p. 513; 1910, p. 522; 1911, p. 543; 1912, p. 575; 1913, pp. 541-542; 1914, pp. 563-564; 1915, p. 585; 1916, pp. 604-605; 1917, pp. 631-632; 1918, p. 650; 1919, p. 671; 1920, p. 701; 1921, pp. 724-725; 1922, p. 736; 1923, p. 753; 1924, p. 768; 1925, p. 780; 1926, p. 787; 1927, p. 797; 1928, p. 809; 1929, pp. 820-821.

WHO'S WHO IN AMERICA. Chicago: A. N. Marquis & Co.

Biography of Dewey: Vol. II (1901-1902), p. 299; III (1903-1905), pp. 389-390; IV (1906-1907), p. 472; V (1908-1909), pp. 498-499; VI (1910-1911), p. 516; VII (1912-1913), p. 558; VIII (1914-1915), p. 632; IX (1916-1917), pp. 653-654; X (1918-1919), p. 735; XI (1920-1921), pp. 762-763; XII (1922-1923), p. 916; XIII (1924-1925), 955-956; XIV (1926-1927), p. 593; XV (1928-1929), p. 642.

WOOD, CHARLES W.

Professor Dewey of Columbia on War's Social Results. *New York World*, 29 July 1917.

Professor John Dewey on the Hysteria which Holds Teaching in Check. *New York World*, 27 Aug. 1922.

YOUNG, ELLA FLAGG

Some Types of Modern Educational Theory. Chicago: The University of Chicago Press, 1902. (University of Chicago Contributions to Education, No. VI.)

"The Philosophy of Education, 1895-1902, John Dewey," pp. 53-67. Résumé of *School and Society*, "The Interpretation Side of Child Study," "Principles of Mental Development as Illustrated in Early Infancy," and "Interest as Related to Will."

NOTE

THE PSYCHOLOGY OF DRAWING, reprinted in *Teachers College Bulletin*, 1 Mar. 1919, pp. 3-5, an address given before the Western Drawing Teachers Association at Indianapolis, was originally published in the primary drawing books of the Chicago public schools in 1897-1898; these were not seen by the compilers.

THE INTERNATIONAL CHARACTER OF MODERN PHILOSOPHY was reprinted in *Characters and Events*, II, 831-840, with the title "Philosophy and Internationalism," from sheets found in Professor Dewey's office. It has not been possible to find the magazine in which this was originally published.

EDUCATION IN TURKEY, published there after Professor Dewey's survey in 1924, has not been seen by the compilers. No English translation has been published.

AN INTRODUCTION TO EDUCATIONAL PHILOSOPHY by Dewey has been published in Russian; this is probably an abridged translation of *Democracy and Education*.

M. H. T.

INDEX

INDEX

- ABSTRACTION, 45
 Academic Freedom, 27
 Accommodation, 45
 Activity, Logical Theory and Educational Implication of, 45
 Adams, Charles Kendall, 23
 Adams, George Burton, 12
 Adams, George Plimpton, 72, 80, 89, 90
 Adams, Henry, Education by, 79
 Adaptation, 45
 Adjustment, 45
 Adler, Mortimer, 102
 Aesthetic Element in Education, The, 18
 Affective Thought in Logic and Painting, 93
 Aims and Ideals in Education, 75
 Alexander, Frederick Matthias, 67, 68, 84
 Alexander, Georgia, 75
 Altruism and Egoism, 45
 America, Parting of the Ways for, 77
 —, What it Will Fight For, 64
 — and Chinese Education, 81
 — and the Far East, 93
 — in the World, 67
 American Association of University Professors, 54, 57, 60
 American Civilization, A Critique of, 99
 American Education and Culture, 61
 American Intellectual Frontier, 81
 Americanism and Localism, 74
 American Pragmatism, The Development of, 90
 America's Responsibility, 95
 Analogy, Logic of, 45
 Analysis and Synthesis, 45
 Analysis of Reflective Thought, 81
 Angora, the New, 88
 Animal Experimentation, Ethics of, 94
 Anthropology and Ethics, 96
 Anti-Intellectualism, Some Implications of, 44
 Applied Psychology, 7
 Are the Schools Doing What the People Want Them to Do? 24
 Armentrout, W. D., 111
 Arnold, Matthew, 10
 Art and Education, 106
 Art in Education, 45
 Art in Education — and Education in Art, 93
 Ashley, Myron Louis, 28
 Austin's Theory of Sovereignty, 12
 Autocracy under Cover, 68
 Avni, B., 22, 57
 Ayres, Clarence Edwin, 80, 89, 98

- BAEGE, F. P., 111
 Baker, James Hutchins, 10
 Bakewell, Charles Montague, 33
 Baldwin, James Mark, 10, 20, 23,
 24, 111
 Bankruptcy of Modern Education,
 97
 Barnes, Albert C., 106
 Barnés, Domingo, 22
 Barnes, Roswell P., 96
 Barnes Foundation, 91
 Barron, Joseph T., 112
 Battle for Progress, The, 28
 Baum, Maurice James, 112
 Bawden, Henry Heath, 112
 Beard, Charles Austin, 65, 99
 Beath, Paul Robert, 112
 Beliefs and Realities, 34
 Benedict, Wayland Richardson, 32
 Bentham, Jeremy, 113
 Bergson, Henri, 48, 49
 Bernard, John Henry, 8
 Bernard, L. L., 80
 Beyer, Thomas Percival, 54, 57
 Black, Dora Winifred, 77
 Bode, Boyd Henry, 33, 34, 43, 62,
 72
 Body and Mind, 100
 Boggs, Lucinda Pearl, 112
 Bogoslovsky, Boris Basil, 112
 Bonar, James, 13
 Bosanquet, Bernard, 11, 29
 Bourne, Randolph Silliman, 113
 Brave Gospel, 102
 Brightman, Edgar Sheffield, 95
 Broad, Charlie Dunbar, 93
 Brown, George, 89
 Brown, George P., 113
 Brown, Harold Chapman, 58, 62
 Brown, Harry Gunnison, 100
 Brown, William Montgomery, 94
 Browning, Robert, 10
 Bruce, Grace, 35
 Bruce, Henry Addington, 42
 Bryant, Sophie Willock, 16
 Buchanan, Scott, 102
 Buermeyer, Laurence, 43, 106
 Bush, Wendell T., 63, 68
 Butler, Nicholas Murray, 32
 CAIRD, Edward, 8
 Caldwell, William, 38, 113
 Carr, Herbert Wildon, 89
 Carus, Paul, 14
 Case, M. S., 37
 Catlin, George Edward Gordon, 97
 Cattell, James McKeen, 111
 Causation, 45
 Chang, Chieh-Min, 113
 Character, 45
 Characters and Events, 103
 Chassell, Clara Frances, 113
 Chassell, Laura Merrill, 113
 Chicago, University of, Elemen-
 tary School, 16, 17, 21, 22, 113,
 127
 —, School of Education, 28, 30, 32
 Child and the Curriculum, The, 26
 Child-Study, 26
 —, Criticisms, Wise and Other-
 wise, on Modern, 18
 —, Interpretation Side of, 19
 —, Kindergarten and, 18
 —, Results of, Applied to Educa-
 tion, 14
 China, American Opportunity in,
 72
 —, Consortium in, 76
 —, Divided, 77
 —, Federalism in, 77

-
- China, Four Principles for, Regarded as but Framework, 78
- , Hinterlands in, 77
- , Industrial, 75
- , International Duel in, 71
- , Militarism in, 71
- , New Culture in, 76
- , Old, and New, 76
- , Our Share in Drugging, 72
- , Political Upheaval in, 74
- , Student Revolt in, 71
- , Tenth Anniversary of the Republic of, 77
- , Transforming the Mind of, 71
- , We Should Deal with, as Nation to Nation, 93
- a Nation? 76
- a Nation or a Market? 92
- and Disarmament, 77
- and Japan, Letters from, 73
- and the Powers, 102
- and the West, 84
- , Japan and the U. S. A., 75
- China's Nightmare, 74
- Chinese Crisis, The Real, 97
- Chinese Education, America and, 81
- Chinese Friends in the United States, To the, 101
- Chinese National Sentiment, 71
- Chinese Plea, Shrewd Tactics Are Shown in, 78
- Chinese Politics, New Leaven in, 74
- Chinese Resignation Seems Unsportsmanlike, 78
- Chinese Social Habits, 74
- Chinese Think, As the, 80
- Choy Jyan, 114
- Church, C. C., 52
- Claparède, Edouard, 48, 114
- Classicism as an Evangel, 78
- Class Room Teacher, 87
- Co-education Injurious to Girls, Is? 46
- Cohen, Morris Raphael, 58, 62, 79, 100, 114
- Collier, John, 63
- Comfort, Eunice Nicholas, 115
- Comparison, 45
- Conant, Levi Leonard, 16
- Conception, 45
- Concrete and Abstract, 45
- Conduct, 45
- Conflict, 45
- Confucius, 126
- Conscience and Compulsion, 64
- "Conscious" and "Consciousness," The Terms, 34
- Conscription of Thought, 65
- Control, 45
- Control of Ideas by Facts, 36
- Cooke, Morris Llewellyn, 76
- Cooley, Edwin Gilbert, 51
- Corporate Legal Personality, Historic Background of, 93
- Corya, Florence, 115
- Costello, Harry Todd, 59, 80
- Counts, George Sylvester, 108
- Course of Study, Situation as Regards the, 24
- , Theory of, 45
- Creative Industry, 69
- Creighton, James Edwin, 15, 43, 58
- Crissman, Paul, 115
- Crowell, Nelson John, 115
- Crowell, Norborne Harris, 89
- Crozier, William, 102
- Cubberley, Ellwood Patterson, 115

- Cult of Irrationality, The, 69
 Culture and Culture Values, 45
 — and Industry in Education, 34, 70
 — and Professionalism in Education, 83
 Culture-Epoch Theory, 45
 —, Interpretation of, 15
 Cunningham, Gustavus Watts, 37
 Curriculum, School, Psychological Aspect of, 19
 Custom, 45
 Cut-and-Try School Methods, 51
 Cyclopedia of Education, 45, 47, 50

 D'ARCY, Charles Frederick, *abp.*, 16
 Darwin, Charles, 41, 43
 Daum, N. F., 15
 Davidson, Thomas, 9
 Davis, Helen Edna, 107
 Decroly, O., 42
 Deduction, 45
 Definition, 45
 Delta Psi, 116
 Democracy, Education for, 66
 —, Practical, 92
 — and Education, 45, 57
 — and Loyalty in the Schools, 66
 — in Education, 31
 Demonstration, 45
 Desfeuille, J., 48
 Determinism, 45
 Deussen, Paul, 14
 Development, 45
 Dewey, Adelbert M., 116
 Dewey, Alice Chipman, 73
 Dewey, Evelyn, 54, 73
 Dewey, Louis Marinus, 116

 "Dewey" School, The, 22
 Dialectic, 45
 Dictionary of Philosophy and Psychology, 23, 24
 Didactics, 45
 Dimnet, Ernest, 103
 Discipline, 45
 Dopp, Katharine Elizabeth, 30
 Drake, Durant, 47, 65
 Drawing, Psychology of, 70, 131
 Drugging China, Our Share in, 72
 Dualism, 45
 Duality and Dualism, 64
 Duffus, Robert Luther, 89, 95
 Dugas, L., 49
 Durant, William James, 92, 116
 Durkheim, Emile, 114
 Dutton, Samuel Train, 18
 Dynamic, 45

 EASTERN SEA, On Two Sides of the, 70
 Eastman, Max, 42
 Ecole, L', et la vie de l'enfant, 48
 —, et l'enfant, 48
 Eddy, Sherwood, 107
 Edison, Thomas Alva, 51
 Edman, Irwin, 89, 99
 Education, 45
 —, Aesthetic Element in, 18
 —, American, Organization in, 60
 —, Bearings of Pragmatism on, 40
 —, Culture and Industry in, 34
 —, Current Tendencies in, 63
 —, Democracy in, 31
 —, Direct and Indirect, 31
 —, Direction of, 102
 —, Elementary, Report of the Committee on a Detailed Plan for a Report on, 19

-
- Education, Ethical Principles Underlying, 17
- , Moral Principles in, 40
- , Philosophy of, 19
- , Public, on Trial, 66
- , Relation of Theory to Practice in, 31
- , Secondary, Current Problems in, 27
- and Instruction, 45
- and Social Direction, 68
- as a Religion, 82
- as a University Study, 36
- as Engineering, 82
- as Politics, 83
- au Point de Vue Social, 49
- for Democracy, 66
- *vs.* Trade-Training, 55
- Educational Articulation, General Principles of, 107
- Educational Essays, 43
- Educational Philosophy, Introduction to, 131
- Educational Situation, The, 26
- Effort, 45
- , The Psychology of, 18
- Egan, Maurice Francis, 73
- Ego, The, as Cause, 12
- Eisler, Rudolf, 116
- Eliot, Thomas Dawes, 89
- Elliott, Hugh Samuel Roger, 48
- Elliott, William Yandell, 116
- Ellwood, Charles Abram, 38
- Emerson — The Philosopher of Democracy, 30
- Emotion, The Theory of, 13
- Empirical Account of Appearance, 98
- Encyclopædia Britannica, 116
- End in Education, 46
- Enlistment for the Farm, 62
- Environment and Organism, 46
- Epistemology, 46
- , Concept of the Neutral in Recent, 63
- Erskine, John, 115
- Essays in Experimental Logic, 58
- Ethical Principles Underlying Education, 17
- Ethics, 29, 37
- , Evolution and, 19
- , Outlines of a Critical Theory of, 9
- , Psychological Method in, 30
- , Study of, 11
- , Teaching, in the High School, 11
- and International Relations, 85
- and Physical Science, 6
- in the University of Michigan, 8
- of Democracy, The, 7
- Events and Meanings, 82
- and the Future, 93
- Evidence, 46
- Evolution: the Philosophical Concepts, 46
- and Ethics, 19
- Evolutionary Method as Applied to Morality, The, 27
- Experience and Nature, 88, 103
- and Nature and Art, 91
- and Objective Idealism, 35
- and the Empirical, 46
- Experimental Theory of Knowledge, 35
- Experimentation, Logic of, 46
- Experiment in Education, 46, 63
- Explanation, 46
- Explanation of Our Lapse, In, 65
- External Object, 46

- FACT, 46
 Fairhope, Ala., Experiment in Organic Education, 52
 Far Eastern Deadlock, 76
 Farrand, Harriet A., 116
 Federal Aid to Elementary Education, 63
 Fiat Justitia, Ruat Coelum, 65
 Field, G. C., 80
 Fighting For, What Are We? 68
 Findlay, Joseph John, 35, 43, 118
 Fine, Henry Burchard, 14, 16
 Fite, Warner, 117
 Fitzpatrick, F. A., 42
 Flint, Robert, 12
 Force and Coercion, 61
 Force, Violence, and Law, 59
 Form and Content, 46
 Four-Power Pact, A Few Second Thoughts on, 78
 Fourteen Points and the League of Nations, 69
 Frank, Waldo, 117
 Freedom, Academic, 46
 —, Philosophies of, 100
 — of Thought and Work, 74
 — of Will, 46
 Friess, Horace Leland, 96
 Froebel, Friedrich, 52, 54
 Fukien, Dewey's Speeches in, 73
 Function, 46
 Fundamentals, 86

 GALTON'S Statistical Methods, 8
 Gardiner, Harry Norman, 18
 Garman, Charles Edward, 36
 Gee, Wilson, 106
 Generalization, 47
 Geometry, The Psychological and the Logical in Teaching, 30
 George, Henry, An Appreciation of, 100
 German Philosophy and Politics, 53
 German Soul, The Tragedy of the, 62
 Germany, On Understanding the Mind of, 60
 Geyer, Denton Loring, 58, 117
 Gifford Lectures, 106
 Gilbert, Katherine Everett, 63
 Gillet, Marie Stanislas, 39
 Gillette, John Morris, 80
 Glick, Philip M., 117
 Goldenweiser, Alexander, 96
 Gore, Willard Clark, 28
 Green, Thomas Hill, The Philosophy of, 7
 —, Theory of the Moral Motive, 10
 Greenleaf, Lillian Snow, 117
 Guillaume, Paul, 106
 Gurlitt, Elsie, 22
 Gurlitt, L., 117

 HACKETT, Francis, 56
 Haggerty, Melvin Everett, 52
 Haldane, Richard Burdon, 89
 Hale, Robert Lee, 86
 "Half-Hearted Naturalism," 97
 Hall, Everett W., 89, 102
 Hall, Granville Stanley, 14, 118
 Hall, Royal G., 118
 Hamada, Ikujiro, 118
 Handschy, Harriet Wild, 118
 Harmony, Harmonious Development, 47
 Harris, William Torrey, 13, 15, 20
 Hart, Joseph Kinmont, 80, 89, 90, 96, 99, 118

-
- Hay, Austin, 80
 Health and Sex in Higher Education, 4
 Hedonism, 47
 Hegel, Georg Wilhelm Friedrich, 9, 14
 Heidel, William Arthur, 28
 Helps for Weary Souls, 4
 Hennig, Paul, 119
 Henry Street Settlement, 50
 Herbart, Johann Friedrich, 52
 High School, Influence of, on Educational Methods, 15
 Highly-Colored White Lies, 91
 Hilker, Franz, 119
 Hill, Albert Ross, 11
 Hill, David Jayne, 14
 History, Study of, in Schools, 16
 — for the Educator, 41
 Hobbes, Thomas, 66
 Hocking, William Ernest, 56, 97
 Hodgson, Shadworth Holloway, 6
 Hoernlé, Reinhold Friedrich Alfred, 59
 Holmes, Justice [Oliver Wendell], and the Liberal Mind, 100
 Holt, Edwin Bissell, 45
 Hook, Sidney, 96, 119
 Horne, Herman Harrell, 119
 House Divided against Itself, 108
 How Do Concepts Arise from Percepts, 10
 How We Think, 42
 Howard, Delton Thomas, 62, 119
 Hudson, Manley Ottmer, 86
 Hughes, Charles Evans, 62
 Humanism and Naturalism, 47
 Humanities, The, 47
 Human Nature and Conduct, 79
 Hunt, Frazier, 82
 Hypothesis, 47
 Hyslop, James Hervey, 9, 12
 IDEA and Ideation, 47
 Idealism, 47
 —, The Discrediting of, 71
 — and Realism in Education, 47
 Ideals, Aims, and Methods in Education, 80
 Ideas, Logical Character of, 39
 Illusory Psychology, 6
 Imagination and Expression, 16, 70
 Imitation in Education, 47
 Immortality, Personal: What I Believe, 101
 Imperialism Is Easy, 97
 Individuality, 47
 — and Experience, 92
 —, Equality, and Superiority, 83
 — in Education, 84
 Induction and Deduction, 47
 Industrial Education, 50, 51, 53, 55, 60
 Industry and Motives, 83
 Infancy, Theory of, in Education, 47
 Inference, 47
 Information, 47
 Initiative, 47
 Innate Idea, 47
 Integration of a Moving World, 97
 Intellectual Climate, The Changing, 92
 Intellectualist Theory of Truth, 42
 Interest, 47
 — and Effort in Education, 49
 — as Related to the Training of the Will, 14, 20

-
- International Character of Modern Philosophy, 131
- Internationalism, Philosophy and, 105, 131
- Interpretation of Savage Mind, 27
- Interpretation Side of Child-Study, The, 19
- Intuition, 47
- Intuitionism, 22
- Ireland, Alleyne, 119
- Irons, David, 13
- Isolation, 47
- JACOBS, Joseph, 43
- Jacobsson, Malte, 43, 120
- Jacobssen-Undén, Agnes, 26, 120
- James, William, 29, 39, 44, 93, 112, 117, 120
- Japan, Dewey's Lectures in, 70
- , Letters from China and, 73
- , Liberalism in, 71
- , Public Opinion in, 78
- and America, 70
- Jascalevich, Alejandro A., 42, 120
- Jastrow, Joseph, 89
- Jeanjean, G., 49
- Joad, Cyril Edwin Mitchinson, 89
- Johnson, Roger Bruce, 12
- Jones, Paul, 89
- Jordan, David Starr, 64, 75
- Jordan, Elijah, 47
- Judgment, 47
- , Psychology of, 32
- KALLEN, Horace Meyer, 39, 62, 72, 80, 93, 100
- Kandel, Isaac Leon, 120
- Kant, Immanuel, 8
- , The Psychology of, 3
- After Two Hundred Years, 87
- and Philosophic Method, 4
- Kantorovich, Haim, 120
- Kelly, Florence Finch, 54, 62
- Kerby-Miller, Sinclair, 120
- Key to the New World, 93
- Kidd, Benjamin, 12
- Kilpatrick, William Heard, 120
- Kindergarten and Child-Study, The, 18
- King, Irving Walter, 30
- Kirkpatrick, John Ervin, 98
- Klyce, Scudder, 75, 121
- Knowledge, 47
- Experimental Theory of, 35
- , The Significance of the Problem of, 17
- , Valid, and the "Subjectivity of Experience," 44
- and Speech Reaction, 83
- and the Relativity of Feeling, 3
- as Idealisation, 6
- Experience and Its Relationships, The, 34
- Kuypers, Mary Shaw, 99, 118
- LABOR Politics and Education, 107
- Ladd, Adoniram Judson, 54
- Ladd, George Trumbull, 6
- La Follette, Robert Marion, 88
- Laguna, Grace Andrus de, 121
- Laguna, Theodore de Leo de, 27
- Lalande, André, 58
- Lamprecht, Sterling Power, 82, 87, 95, 121
- Lang, Ossian Herbert, 18
- Language, Infant, The Psychology of, 12
- Lapp, John Augustus, 60
- Laski, Harold Joseph, 95
- Law, 47

- League, Shall We Join the? 85
- League of Nations, Approach to
a, 69
- , The Fourteen Points and the,
69
- and Economic Freedom, 69
- and the New Diplomacy, 69
- Learning to Earn, 63
- Leibniz's New Essays, 6
- Leighton, Joseph Alexander, 33, 66
- Leroux, Emmanuel, 43, 121
- Letters from China and Japan, 73
- Levinson, Salmon Oliver, 67
- Lewis, Mary Hammett, 102
- Liberal College and Its Enemies,
87
- Liberal Education, 50
- Lillie, Ralph Stayner, 55
- Lind, Levi Robert, 121
- Lippmann, Walter, 56, 58, 67, 81,
85, 92
- Lisowska, Marja, 22
- Literature or Mathematics? 91
- Locke, Substance, Power and
Quality in, 92
- Logic, Experimental, Essays in, 58
- a Dualistic Science? 8
- of Judgments of Practice, The,
56
- of Verification, The, 8
- Logical Character of Ideas, 39
- Logical Conditions of a Scientific
Treatment of Morality, 29
- Logical Method and Law, 88
- Logical Theory, Present Position
of, 10
- , Studies in, 28
- Logical Thought, Some Stages of,
23
- Logical Topics, Notes upon, 32
- Lovejoy, Arthur Oncken, 38, 55,
81, 82, 85, 87
- Lovett, Robert Morss, 64, 95
- Lowie, Robert Harry, 100
- Ludwig, Fr., 122
- Luzuriaga, Lorenzo, 26, 122
- Lynd, Helen Merrell, 108
- Lynd, Robert Staughton, 108
- McCABE, Joseph, 122
- McCallum, James Dow, 61
- McClure, Matthew Thompson, 80,
89
- MacDonald, George, 4
- Macdonald, M. S., 27
- McDougall, William, 80
- McDowall, Arthur S., 72
- McGilvary, Evander Bradley, 37,
38, 39, 40, 47, 48
- McLellan, James Alexander, 7, 13
- McLennan, Simon Fraser, 28
- McManis, John T., 122
- McMurry, Charles Alexander, 15
- McNutt, Walter Scott, 122
- Maeterlinck, Maurice, 46
- Mahaffy, John Pentland, 8
- Manny, Frank Addison, 39, 40, 122
- Manual Training, The Place of, in
the Elementary Course of
Study, 24
- Manufacturers' Association and
the Public Schools, 101
- Many-Sided Interest, 50
- Marot, Helen, 69
- Martin, Mattie Alexander, 33
- Marvin, Walter Taylor, 38, 45
- Masciotra, Roberto A., 26
- Materialism, 50
- , Metaphysical Assumptions of, 3
- Mazia, Violette de, 106

- Mead, George Herbert, 15, 62
 Meade, Norah, 106
 Meaning and Existence, 102
 Mediocrity and Individuality, 83
 Megan, Charles P., 55
 Mental Development, Principles of,
 as Illustrated in Early In-
 fancy, 21
 Metaphysical Method in Ethics, 16
 Metaphysics, 50
 Method, 50
 — in Science-Teaching, 59
 — of the Recitation, 30
 Mexican Note-Book, From a, 94
 Mexico, Church and State in, 94
 Mexico's Educational Renaissance,
 94
 Michel, Virgil, 95, 99, 118, 122
 Michigan, University of, 8, 9
 Michigan, Vocational Education
 in, 49
 Miles, H. E., 51
 Militarism in China, 71
 Mill, John Stuart, 113
 Miller, Irving Elgar, 39
 Mind, Concerning Alleged Imme-
 diate Knowledge of, 67
 —, Savage, Interpretation of, 27
 —, in Philosophy, 24
 — in the Making, 81
 Monism, 50
 Monroe, Paul, 45, 57
 Montague, William Pepperell, 45,
 122
 Montessori, Maria, 52
 Moore, Addison Webster, 22, 28,
 40, 58, 62, 123, 127
 Moore, Edward Caldwell, 54
 Moore, Ernest Carroll, 58
 Moral Philosophy, 23
 Moral Principles in Education, 40
 Moral Theory and Practice, 10
 Moral Training, The Chaos in, 13
 Morality, Logical Conditions of a
 Scientific Treatment of, 29
 — and Moral Sense, 50
 Morals and the Conduct of
 Statesmen, 67
 Morris, George Sylvester, 6, 70
 Morrison, Charles Clayton, 96
 Mote, Carl Henry, 60
 Mrazík, Ján, 22
 Mudge, Isadore Gilbert, 49
 Mullen, Mary, 106
 Müller, Friedrich Max, 14
 Mumford, Lewis, 97
 Munro, Thomas, 106
 Munro, William Bennett, 95
 Munson, Gorham B., 105
 Münsterberg, Hugo, 31, 44
 Murphy, Arthur E., 123
 My Pedagogic Creed, 17
 Myers, Caroline E., 123

 NAGANO, Yoshio, 123
 Nakashima, R., 38
 Nash, J. V., 123
 National Dilemma, Our, 74
 National Hesitation, In a Time of,
 63
 Nationality, The Principle of, 65
 Nationalizing Education, 59
 Nativism, 50
 Naturalism, in Art, 24
 Naturalistic Theory of Perception
 by the Senses, 92
 Natural Realism, 24
 Nature, 24, 41, 50
 —, Philosophy of, 24
 — and Reason in Law, 52

-
- Naumberg, Margaret, 123
 Nearing, Scott, 56
 Necessity, 24
 Need for a Recovery of Philosophy, The, 62
 Neo-Criticism, 24
 Neo-Humanism, 50
 Neo-Platonism, 24
 Nescience, 24
 Neumann, Henry, 123
 Neutral, The Concept of the, in Recent Epistemology, 63
 New International Encyclopedia, 124
 Newman, John Henry, 118
 New World, A Key to the, 93
 Nexus, 24
 Nichols, Herbert, 14
 Nisus, 24
 Noble, Edmund, 97
 Noël, Leon, 39
 Noetic, 24
 Nominalism, 24
 Non-Being, 24
 Noölogy, 25
 Norm and Normative, in the Moral Sciences, 25
 Norton, Edwin Lee, 29
 Noss, Theodore B., 26
 Notables and Common People, 82
 Notes upon Logical Topics, 32
 Noumenon and Noumenal, 25
 Nous, 25
 Nüchter, Fr., 124
 Nullibrists, 25
 Number, Psychology of, 13, 16, 19
 —, in Metaphysics, 25
 OBJECT and Objective, 25
 Objectivism, 25
 Objects, Data, and Existences, 40
 Oesterreich, Traugott Konstantin, 124
 Ogburn, William Fielding, 96
 Ogden, Charles Kay, 87
 Ogden, Robert Morris, 36
 O'Hara, James Henry, 124
 Oliva, Luigi, 18
 Olshausen, George, 103
 One, The, 25
 Ontological Argument, 25
 Ontologism, 25
 Ontology, 25
 Opinion, 25, 50
 Optimism, 50
 — and Pessimism, 25
 Organic, 25
 Organism, 25
 Organization in American Education, 60
 Ormond, Alexander Thomas, 14
 Otto, Max Carl, 59, 62
 Outlawing Peace by Discussing War, 102
 Outlawry of War, 85, 101
 Outlines of a Critical Theory of Ethics, 9
 Outness, 25
 Oversoul, 25
 PACIFISM, The Future of, 64
 Palingenesis, 25
 Panentheism, 25
 Panlogism, 25
 Panpneumatism, 25
 Panpsychism, 25
 Pantheism, 25, 50
 Panthelism, 25
 Parker, Francis Wayland, 27
 Parochial School Education, 55

- Parousia, 25
 Parsons, William E., 14
 Passion and Passive, 25
 Paternalism, The New, 69
 Pedagogical Experiment, A, 16
 Pedagogic Creed, My, 17
 Pedagogy, 19
 — as a University Discipline, 17
 Pedantry, 50
 Peirce, Charles Santiago Sanders, 11, 62, 87, 117
 Peking, Five Lectures of Dewey in, 73
 Perception and Organic Action, 48
 — by the Senses, Naturalistic Theory of, 92
 Peripatetics, 25
 Permanence, 25
 Perry, Ralph Barton, 45, 56, 68, 72, 89, 124
 Personality, 50
 Pessimism, 50
 Pestalozzi, Johann Heinrich, 52
 Phase, 25
 Phenomenalism, 25
 Phenomenology, 25
 Phenomenon, 25
 Phi Beta Kappa, 125
 Philippe, Jean, 15
 Phillips, Daniel Edward, 19
 Philosophical Discussion, Some Comments on, 87
 Philosophic Method, Psychology and, 20
 Philosophic Renaissance in America, 14
 Philosophy, 25, 106
 —, History of, 24
 —, Moral, 23
 —, Rôle of, in the History of Civilization, 95
 — and Democracy, 70
 — and Internationalism, 105, 131
 — as a Fine Art, 101
 — as Taught in American Colleges, 5
 — of Education, 19, 50
 — of John Dewey, 98
 Phronomy, 25
 Physics Teaching in Secondary Schools, 40
 Piatt, Donald Ayres, 125
 Pidoux, L. S., 48
 Pillon, François, 12
 Pillsbury, Walter Bowers, 42
 Pitkin, Walter Boughton, 45
 Plato, 50
 —, The "Socratic Dialogues" of, 90
 Play, 50
 — and Imagination in Relation to Early Education, 21
 Pleroma, 25
 Pluralism, 25, 50
 Plurality, 25
 Pneuma, 25
 Pneumatology, 25
 Poetry and Philosophy, 10
 Poland, Nationalism in, 68
 Political Combination or Legal Coöperation, 85
 Political Philosophy, Hobbes's, The Motivation of, 66
 Political Science as a Recluse, 68
 Politics and Human Beings, 97
 Posit, 25
 Positive, 25
 Positivism, 50

-
- Postulate of Immediate Empiricism, The, 33
- Post-War Mind, The, 69
- Pragmatic Acquiescence, The, 96
- Pragmatic America, 81
- Pragmatic Movement of Contemporary Thought, 40
- Pragmatism, 39, 50
- , American, Development of, 90
- , Bearings of, on Education, 40
- , Realism of, 33
- of Peirce, The, 62
- Pragmatisme américain, Le Développement du, 82
- Prall, David Wight, 82, 86, 91
- Prantl, Rudolf, 18, 125
- Pratt, James Bissett, 40, 125
- Pre-established Harmony, 25
- Presentationism, 25
- Pressey, William Benfield, 61
- Primary Education Fetich, The, 19
- Primary, Primitive, Primordial, 25
- Primum Mobile, 25
- Principle, 25
- Problem, 50
- Process, 50
- Professional Spirit among Teachers, 51
- Professor and the Public Interest, The Case of the, 65
- Professorial Freedom, 56
- Progress, 50, 60
- Progressive Education and the Science of Education, 99
- Proposition, 50
- Prospective Elementary Education, 62
- Psychological and the Logical in Teaching Geometry, 30
- Psychological Aspect of the School Curriculum, The, 19
- Psychological Doctrine and Philosophical Teaching, 52
- Psychological Method in Ethics, 30
- Psychological Standpoint, The, 4
- Psychology, 5, 9
- , Applied, 7
- , Social, 12
- , Social, The Need for, 64
- , The New, 4
- and Justice, 98
- and Philosophic Method, 20
- and Social Practice, 23
- as Philosophic Method, 5
- of Drawing, 70, 131
- of Effort, The, 18
- of Judgment, The, 32
- of Number, 13, 16, 19
- Public and Its Problems, The, 95
- Pure Experience and Reality, 37
- QUEST for Certainty, 106
- Quietism, 25
- RACIAL Prejudice and Friction, 76
- Radin, Paul, 96
- Randall, John Herman, Jr., 105
- Rapeer, Louis Win, 62
- Rasmussen, Carl C., 125
- Rationalism, 25, 50
- Ratner, Joseph, 98, 103
- Ravenhill, Alice, 125
- Reaction, 74
- Realism, Brief Studies in, 47
- , Short-Cut to, Examined, 45
- and Idealism, 41
- of Pragmatism, The, 33
- without Monism or Dualism, 81
- Reality, Practical Character of, 39

-
- Reality and the Criterion for the
 Truth of Ideas, 36
 — as Experience, 35
 Reals, 25
 Reasoning in Early Childhood, 52
 Recitation, Method of the, 20, 30
 Reconstruction in Philosophy, 72
 Reflex Arc Concept in Psychology,
 The, 15
 Relation, 25
 Relation of Theory to Practice in
 Education, 31
 Religion and Our Schools, 39
 Religious Education as Condi-
 tioned by Modern Psychology
 and Pedagogy, 29
 Renan, Ernest, 10, 11
 Ribot, Théodule, 5, 14, 29
 Richards, Ivor Armstrong, 87
 Riley, Woodbridge, 126
 Roback, Abraham Aaron, 80
 Robertson, George Croom, 5
 Robet, Henri, 126
 Robinson, Daniel Sommer, 59, 90,
 96
 Robinson, James Harvey, 79, 81
 Robinson, Kenneth Allan, 61
 Rodier, Georges, 9
 Roe, Chungil Yhan, 126
 Rogers, Arthur Kenyon, 28, 29,
 126
 Roosevelt, Theodore, 70
 Rousseau, Jean Jacques, 52
 Royce, Josiah, 9, 12, 23, 24, 47,
 48, 61
 Rugg, Harold, 126
 Runyon, Laura Louisa, 21, 22,
 127
 Russell, Bertrand, 56, 59, 84, 93,
 118
 Russell, *Mrs.* Bertrand, 77
 Russell, John Edward, 35
 Russell, William Fletcher, 102
 Russia, Soviet, Impressions of,
 103, 105
 SABINE, George Holland, 31
 Sacco-Vanzetti case, 98
 St. Louis Congress of the Arts and
 Sciences, 31
 Same, The; and The Other, 25
 Sanford, Hugh W., 89
 Santayana, George, 34, 37, 53, 85,
 90, 97, 101
 Sarkar, Benoy Kumar, 127
 Scepticism, 25
 Schema, 25
 Schematism, 25
 Schiller, Ferdinand Canning Scott,
 29, 32, 34, 53, 63, 89, 90
 Schinz, Albert, 41, 127
 Schneersohn, Feiwei, 107
 Schneider, Herbert Wallace, 90,
 127
 Scholasticism, 25
 School and Society, The, 21, 22,
 53
 — and the Child, The, 35
 — as Social Center, 26
 — for, What is a? 85
 — System, Splitting Up the, 55
 Schools, Control of, City or State?
 55
 — and Social Preparedness, 61
 — of Tomorrow, 54
 Schopenhauerism, 25
 Schützner, Josef, 72
 Science as Subject Matter and as
 Method, 44
 —, Belief and the Public, 87

-
- Science, Folk-Lore, and the Control of Folkways, 98
- Science-Teaching, Method in, 59
- Scientific Method, 50
- Scotism, 25
- Scott, John William Robertson, 73
- Secularizing a Theocracy, 87
- Segond, J., 32, 35, 39
- Self, 50
- "Self," Some Current Conceptions of the Term, 8
- Self-Consciousness, 50
- Self-Realization as the Moral Ideal, 11
- Seligman, Edwin Robert Anderson, 55
- Sellars, Roy Wood, 36, 128
- Sensation, Concept of, 41
- Sensationalism, 25, 50
- Sense of Solidity, The, 20
- Seth, James, 80
- Seth Pringle-Pattison, Andrew, 29
- Shantung Again, 77
- , as Seen from Within, 73
- Question, Angles of, 78
- Sheldon, Wilmon Henry, 29, 73
- Sherman, Stuart Pratt, 115
- Sherrill, Charles Hitchcock, 82
- Short-Cut to Realism Examined, 45
- Shotwell, James Thomson, 101
- Shumaker, Ann, 126
- Siberian Republic, 76
- Sick World, A, 84
- Sidgwick, Alfred, 58
- Sidgwick, Arthur, 36
- Sidgwick, Eleanor Mildred Balfour, 36
- Sidgwick, Henry, 36
- Significance of the Problem of Knowledge, 17
- Simmel, Georg, 12
- Singularism, 25
- Situation as Regards the Course of Study, The, 24
- Slochower, Harry, 128
- Slosson, Edwin Emery, 128
- Small, Albion Woodbury, 18
- Smertenko, Clara Millerd, 72
- Smith, [Alfred Emanuel], Why I Am for, 102
- Smith, Bernard, 106
- Smith, Jessica, 106
- Smith, Thomas Vernor, 128
- Social Absolutism, 76
- Social as a Category, 101
- Social Motives in School Life, 52
- Social Programs, Development of, through the Schools, 84
- Social Psychology, 12
- Social Purposes in Education, 84
- Social Reorganization, Internal, after the War, 67
- Social Science, A New, 68
- Soldan, Frank Louis, 30
- Solidity, The Sense of, 20
- Soul and Body, 5
- Soviet Education, 107
- Spaulding, Edward Gleason, 45, 46
- Speculation, 25
- Spencer, Herbert, The Philosophical Work of, 32
- Spinoza, The Pantheism of, 3
- Sprague, M. W., 35
- Stanley, Hiram Miner, 16
- Statesmen, Morals and the Conduct of, 67
- Statue of Condillac, 25
- Stein, Ludwig, 128

- Stimulus and Response, 50
 Straight, Wood C., 128
 Stuart, Henry Waldgrave, 28, 62
 Student Revolt, The Sequel of the, 73
 — in China, 71
 Studies in Logical Theory, 28
 Sturt, Henry, 43
 Subject, 50
 —, Subjective, 25
 Subjectivism, 25
 Subject-Matter of Metaphysical Inquiry, 55
 Substantiality Theory, or Substantialism, 25
 Sui Generis, 25
 Sully, James, 17
 Summists, 25
 Superstition of Necessity, The, 11
 Sutton, William Seneca, 22
 Suzzallo, Henry, 40, 49
 Syllabus for Philosophy 131-132, 84
 — 191-192, 80
 Syllogism, 50
 Syncretism, 25
 System, 25, 50

 TABULA RASA, 25
 Tawney, Guy Allen, 38
 Teachers, Professional Organization of, 61
 Teachers' Union, Why I Am a Member of the, 100
 Teaching, What Is the Matter With? 91
 — that Does Not Educate, 41
 Term, 50
 Theism, 50
 Theory and Practice, 50

 Thilly, Frank, 39, 53, 97
 Things, Thought, Conversation, 101
 Think, The Way to, 103
 Thomas, A. J., 53
 Thomas, William Isaac, 27
 Thompson, Helen Bradford, 28
 Thorndike, Edward Lee, 114
 Torrey, Henry Augustus Pearson, 5
 Total Isolation, 31
 Tradition, 50
 Traffic in Absolutes, 56
 Transcendentalism, 25, 50
 Transient, 25
 Treaty, Three Results of, 78
 Trent, William Peterfield, 115
 Truth, 50
 —, Dilemma of the Intellectualist Theory of, 42
 —, Problem of, 46
 —, Short Catechism Concerning, 43
 Tufts, James Hayden, 24, 37, 38, 53, 62
 Turkey, Foreign Schools in, 88
 —, Problem of, 91
 —, Report on Education in, 131
 —, Young, and the Caliphate, 87
 Turkish Tragedy, The, 88
 Turner, William, 129

 UBICATION, 25
 Undemocratic Proposal, An, 50
 Underground Burrows Must Be Dug Open, 78
 Understanding and Reason, 25
 Unity and Plurality, 25
 Universal, 50
 — and Universality, 25
 Universal Postulate, 25

-
- Universal Service as Education, 61
 Universe, 25
 Unthinkable, 25
 Utah, University of, Conditions at, 55
 Utilitarianism, 50

 VACUUM, 25
 Validity, 50
 Valuation; The Objects of, 68
 — and Experimental Knowledge, 82
 Value, Meaning of, 91
 —, Objective Reference, and Criticism, 91
 Values, Educational, 50
 —, The Problem of, 51
 —, Liking, and Thought, 86
 Van Doren, Carl, 115
 Van Doren, Irita, 73
 Van Liew, Charles Cecil, 15
 Van Norden, Charles, 14
 Van Schalkwijk, Louis Marthinus Albertus Nicolas, 129
 Venn, John, 8
 Vivas, Eliseo, 99
 Vocational Education, 60, 63, 66
 Voluntarism in the Roycean Philosophy, 61
 Voorhees, Oscar McMurtrie, 125

 WAHL, Jean, 129
 Walker, Leslie J., 129
 Wallace, William, 14
 Wallas, Graham, 94
 War, If it Were Outlawed, 85
 — Activities for Civilians, 65
 — and a Code of Law, 86
 Ward, Lester Frank, 12
 Wartime, Our Educational Ideal in, 61
 Washington, The Issues at, 77
 [Washington] Conference, The, and a Happy Ending, 78
 Watson, Foster, 75
 Watson, John, 16
 Weaver, Raymond Melbourne, 73
 Weeks, Raymond, 91
 Wells, Herbert George, 64
 Wenley, Robert Mark, 70, 129
 Whitehead, Alfred North, 92, 93, 123
 Whitehead, L. G., 42
 Who's Who, 129
 Who's Who in America, 130
 Wieman, Harry Nelson, 90
 Wilde, Norman, 38
 Williams, C. H., 36
 Witmer, Lightner, 27
 Woll, Matthew, 107
 Women, Education and the Health of, 4
 Wood, Charles W., 130
 Woodbridge, Frederick James Eugene, 33, 34
 Woodmansee, R. E., 107
 World, 25
 —, Existence of the, as a Problem, 56
 World Court, Shall the United States Join the? 86

 YARROS, Victor S., 73, 80, 90, 94
 Young, Ella Flagg, 122, 130

 ZIWET, Alexander, 14

COLUMBIA UNIVERSITY PRESS

COLUMBIA UNIVERSITY

NEW YORK

FOREIGN AGENT

OXFORD UNIVERSITY PRESS

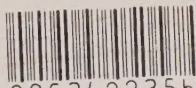
HUMPHREY MILFORD

AMEN HOUSE, LONDON, E.C.

3.00
191.9 D51Z T4



a39001



006342235b

191.9
D51Z
T4

